School District of Osceola County, FL

Chestnut Elementary School For Science And Engineering

2021-22 Schoolwide Improvement Plan

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Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceolaschools.net

Demographics

Principal: Gary Bressler Start Date for this Principal: 8/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* White Students* Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (48%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Chestnut Elementary School is to create an engaging and respectful learning environment through open communication and collaboration which prepares each student for a successful life.

Provide the school's vision statement.

The Vision of Chestnut Elementary School is to provide a nurturing and collaborate learning environment to meet the needs of all students.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bressler, Gary	Principal	To be an instructional leader to the students and staff of the school. Continuously monitor the progress of students to ensure all needs are met in an improvement cycle.
Faust, Megan	Assistant Principal	Leader of monitoring student learning, ensuring fidelity of all programs, and providing support to all staff and students as it relates to instructional needs.
Centeno, Maritza	School Counselor	Leads the school in assisting all students in the areas of academic achievement, social/emotional development, and ensuring today's students become the productive, well-adjusted adults of tomorrow.
Figueroa, Yamila	Other	ESOL Compliance Specialist -Leads the school in the area of ELL professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in ensuring all ELL student needs are met at the compliance and instructional level. In addition, leads the school in the implementation of AVID strategies in grades K-5.
Jabiel, Blacina	Instructional Coach	Oversees the scheduling and implementation of all Tiered interventions in grades PreK-5.
Maldonado, Melissa	Instructional Coach	Leads the school in the area of literacy professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions.
Tafel, Janet	Instructional Coach	Leads the school in the area of math and science professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions.
Vazquez, Milbia	Other	Resource Compliance Specialist - Ensures compliance of ESE student's IEPs as well as monitors student progress and provides recommendations to the Leadership Team.

Demographic Information

Principal start date

Sunday 8/15/2021, Gary Bressler

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

684

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	20	7	10	5	12	10	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	12	34	13	0	0	0	0	0	0	0	64
Course failure in Math	0	0	6	9	24	8	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	31	39	0	0	0	0	0	0	0	73
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	40	54	0	0	0	0	0	0	0	97
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	19	17	0	0	0	0	0	0	0	40

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	5	3	6	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/15/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	95	91	126	120	124	0	0	0	0	0	0	0	652
Attendance below 90 percent	39	52	43	50	55	62	0	0	0	0	0	0	0	301
One or more suspensions	1	1	4	1	0	7	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	4	4	1	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	2	2	2	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	4	5	9	10	0	0	0	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	2	2	1	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	95	91	126	120	124	0	0	0	0	0	0	0	652
Attendance below 90 percent	39	52	43	50	55	62	0	0	0	0	0	0	0	301
One or more suspensions	1	1	4	1	0	7	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	4	4	1	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	2	2	2	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	4	5	9	10	0	0	0	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	2	2	1	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	53%	57%	57%	51%	56%
ELA Learning Gains				50%	56%	58%	62%	54%	55%
ELA Lowest 25th Percentile				57%	51%	53%	48%	46%	48%
Math Achievement				61%	55%	63%	56%	54%	62%
Math Learning Gains				59%	59%	62%	40%	56%	59%
Math Lowest 25th Percentile				50%	45%	51%	20%	42%	47%
Science Achievement				47%	49%	53%	54%	51%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	58%	51%	7%	58%	0%
Cohort Comparison						
04	2021					
	2019	45%	51%	-6%	58%	-13%
Cohort Comparison		-58%				
05	2021					
	2019	46%	48%	-2%	56%	-10%
Cohort Comparison		-45%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	65%	54%	11%	62%	3%
Cohort Comparison						
04	2021					
	2019	54%	53%	1%	64%	-10%
Cohort Comparison		-65%				
05	2021					
	2019	50%	48%	2%	60%	-10%
Cohort Comparison		-54%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	45%	45%	0%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The Northwest Evaluation Association assessment was used to compile our progress monitoring data below.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	53	52
	Economically Disadvantaged	58	53	52
	Students With Disabilities	40	63	25
	English Language Learners	28	29	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	43	51
	Economically Disadvantaged	54	47	47
	Students With Disabilities	43	40	38
	English Language Learners	22	35	38

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	47	41
	Economically Disadvantaged	51	46	44
	Students With Disabilities	40	33	13
	English Language Learners	62	41	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	37	36
	Economically Disadvantaged	51	34	37
	Students With Disabilities	33	22	22
	English Language Learners	45	33	24

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	40	45
	Economically Disadvantaged	43	43	39
	Students With Disabilities	18	18	20
	English Language Learners	19	19	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48	39	44
	Economically Disadvantaged	48	40	44
	Students With Disabilities	24	10	5
	English Language Learners	31	22	27

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	46	46
	Economically Disadvantaged	43	37	40
	Students With Disabilities	6	0	6
	English Language Learners	21	26	32
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	38	37
	Economically Disadvantaged	49	29	30
	Students With Disabilities	33	7	6
	English Language Learners	34	18	19

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	51	43
	Economically Disadvantaged	51	53	41
	Students With Disabilities	13	20	0
	English Language Learners	38	45	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40	29	38
	Economically Disadvantaged	39	24	35
	Students With Disabilities	11	5	5
	English Language Learners	38	20	34
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	52	47	49
	Economically Disadvantaged	52	43	49
	Students With Disabilities	16	24	5
	English Language Learners	50	40	39

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	23	23	11	13	15	14				
ELL	30	35	42	23	19	27	21				
BLK	40	47		47	24		18				
HSP	40	34	28	30	14	18	29				
WHT	54	67		52	17		50				
FRL	36	38	41	30	13	21	24				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	43	50	38	51	52	26				
ELL	38	47	60	52	59	52	32				
BLK	55	48		47	56	40	42				
HSP	50	52	60	63	59	53	45				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	68	42		68	58		50				
FRL	48	49	61	54	54	46	40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	44	32	29	19	5	6				
ELL	33	54	41	33	29	24	31				
BLK	60	68	67	60	36	20	52				
HSP	55	62	47	55	41	22	57				
WHT	61	59		55	47		60				
FRL	52	58	47	52	38	20	51				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the progress monitoring and FSA data from 2020-2021, we saw a steep downward trend for all grade levels, subgroups, and core content area groups. The data results were alarming and need to be urgently addressed to ensure that our students are successful in this school year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on our progress monitoring and 2021 state assessment data, our greatest need for improvement was in our overall learning gains, learning gains for our lowest 25%, as well as our math and science data.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During the 2020-2021 school year, there were many challenges and barriers which lead to these needs for improvement. We started the school year off with 70% of our population being digital learners. We also had a hard time with instructional coaching opportunities and running our math and ELA interventions due to coaches and paraprofessionals covering classes. It was extremely challenging finding substitutes, so it was very frequent where anyone available had to help cover a classroom.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In the 2021 state assessments, we did not show improvement in any areas. However, our student reading proficiency did not fall to the same extent as math, which makes us hopeful that we will be able to quickly recoup the loss in our reading data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement was that the teachers were working on doing interventions within their classrooms during their intervention time. They were providing targeted intervention to their tier 2 and tier 3 students the best they could.

What strategies will need to be implemented in order to accelerate learning?

MTSS interventions will be crucial to accelerating learning this school year, along with teacher specific coaching opportunities. We will need to immediately address our student deficiencies and work to grow our teachers to increase student achievement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The leadership team will be tiering teachers to develop coaching plans to meet their individual needs. We will also be working alongside teachers to identify the needs of the students in ELA and math, develop an intervention plan, and plan and utilize the appropriate resources to meet the students' needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Along with academic interventions, we will be providing tiered behavior support. We will utilize a support staff member to work alongside our school counselor to deliver SEL interventions to help our struggling students be successful in the classroom. Teachers will also be utilizing an MTSS referral form to recommend students for MTSS support. The referral form breaks down the tier 1, tier 2, and tier 3 supports, and it helps the team determine the specific needs of the individual student.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. Improvement in this area, rather than the operational management of a school, is the main priority of leadership teams. Effective instructional leadership teams are powerful levers for making change in schools. Our leadership team consists of the principal, assistant principal, and instructional coaches and can provide a systematic way for schools to execute their most important priorities. Our leadership team will focus on the increasing school level leadership, data disaggregation and monitoring, targeted teacher feedback, and using our non-evaluative school trend instrument (NEST) to increase our school level leaders and the instructional practice of our teachers.
Measurable Outcome:	Based on our insight survey results in 2019, 54% of our teachers "were satisfied with the support I receive at my school for instructional planning." In 2021, 48% of teachers felt this way, which shows a 6% drop. Our goal is that by Spring 2022, 60% of teachers will feel supported during their instructional planning.
Monitoring:	This Area of Focus will be monitored using the Panorama Insight survey.
Person responsible for monitoring outcome:	Gary Bressler (gary.bressler@osceolaschools.net)
Evidence-based Strategy:	The evidence-based strategy we will be using to address this Area of Focus is to utilize the Professional Learning Community with leadership support for instructional planning. Instructional coaches and administrators will be supporting PLCs and instructional planning to increase teacher leadership and student achievement.
Rationale for Evidence-based Strategy:	PLCs are crucial to teacher and student success, and it is essential to have instructional leadership within the planning process. Collaborative planning can provide an opportunity for teacher growth which leads to student growth and achievement. The leadership team will utilize the trend data to help guide how they will support instruction during PLCs. The leadership team will provide specific feedback based off of the planning process as it pertains to instructional practice and use the PLC to help build additional school based leaders on campus.

Action Steps to Implement

The leadership team will tier teachers to identify teacher leaders to support in leading their PLCs.

Person Responsible Gary Bressler (gary.bressler@osceolaschools.net)

The leadership team will work with grade level teams during PLCs to disaggregate formative and progress monitoring data to help guide instruction and support for student learning.

Person Responsible Blacina Jabiel (blacina.jabiel@osceolaschools.net)

The leadership team will use a unified system for providing specific teacher feedback as it relates to the planned instructional practice through the PLC and the teachers individual growth from their tier support.

Person Responsible Gary Bressler (gary.bressler@osceolaschools.net)

The leadership team will use school based walkthrough trend data and data trends provided by the administrative team using the NESTI walkthrough tool to determine needs of specific grade level teams. After looking at the trends, the leadership team will use this feedback to support the PLCs.

Person Responsible	Megan Faust (megan.faust@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2018-2019 and 2019-2020 school data, ELA proficiency was 54%. Based on the Florida Standards Assessment given for the school year 2020-2021, ELA proficiency was 42%, reflecting a 12% drop. The goal is to increase ELA proficiency to 55% while focusing on our ELL, ESE, Black, Hispanic, and FRL students.
Measurable Outcome:	Based on the 2021-2022 Florida Standards Assessment, ELA proficiency will be 55%.
Monitoring:	The NWEA will be used to monitor for ELA proficiency in the beginning, middle, and end of the year assessment.
Person responsible for monitoring outcome:	Melissa Maldonado (melissa.maldonado@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in decision making and meeting the diverse needs of the individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Research indicates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effectively double the speed of learning (William, 2007) (Marzano, 2003).

Action Steps to Implement

Teachers will attain and break down common assessment data during weekly common planning PLCs.

Person Responsible Melissa Maldonado (melissa.maldonado@osceolaschools.net)

ELA teachers will participate in PLC process weekly to ensure content, pacing, and re-teaching of standards. ELA PLCs will be provided with administration and instructional coach support.

Person Responsible Melissa Maldonado (melissa.maldonado@osceolaschools.net)

We will focus on growing our teachers instructional practice.

ELA coach will develop coaching plan to address Tier 2 and Tier 3 teacher needs. ELA coach will target 3 model classrooms (1 for Open Court, 1 K-2 ELA, 1 3-5 ELA). ELA coach will develop a plan for teachers to observe model classrooms.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

ELA coach will provide PD on guided reading/small group instruction. Administration will share expectations for small group instruction. Teachers will utilize center work that is aligned to standards that include science, writing, and reading.

Person Responsible Melissa Maldonado (melissa.maldonado@osceolaschools.net)

Tier 2 and Tier 3 interventions will be utilized to increase students reading proficiency. Coaches and paraprofessionals will be assigned to 1-2 grade levels to support for interventions. This adds two additional people to allow for smaller, more targeted tier 2 and tier 3 interventions. Classroom teachers will be assigned tier 2 and tier 3 intervention groups.

Intervention data will be kept and monitored by MTSS coach. MTSS referral forms will be addressed weekly as leadership team and quarterly by grade level teams when intervention groups are looked at for needs. RISE Up for tier 2 interventions will be used.

Person Responsible Blacina Jabiel (blacina.jabiel@osceolaschools.net)

Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve literacy proficiency of all students, as evidenced by targeted, tiered interventions.

Person Responsible Melissa Maldonado (melissa.maldonado@osceolaschools.net)

Teachers will be provided the standards along with PD on how to determine what the standard is calling for to ensure our instruction, questions, and activities reach the depth of the standard. Provide support to teachers who need additional support in standards based instruction.

Person Responsible Melissa Maldonado (melissa.maldonado@osceolaschools.net)

Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual student needs.

Person Responsible Blacina Jabiel (blacina.jabiel@osceolaschools.net)

100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.

Person Responsible Gary Bressler (gary.bressler@osceolaschools.net)

Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.

Person Responsible Melissa Maldonado (melissa.maldonado@osceolaschools.net)

First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.

Person Responsible Melissa Maldonado (melissa.maldonado@osceolaschools.net)

Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.

Person Responsible Melissa Maldonado (melissa.maldonado@osceolaschools.net)

T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.

Person Responsible Melissa Maldonado (melissa.maldonado@osceolaschools.net)

T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.

Person Responsible	Blacina Jabiel (blacina.jabiel@osceolaschools.net)

RISE reading for T2.

Person Responsible	Melissa Maldonado (melissa.maldonado@osceolaschools.net)

Pre-Teaching strategies for T2.

Person Responsible	Blacina Jabiel (blacina.jabiel@osceolaschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Given the 2020-2021 school data finding that only 36% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematic achievement for all students.
Measurable Outcome:	The outcome for 2021-2022 is to increase math proficiency by 10%.
Monitoring:	This Area of Focus will be monitored for the desired outcome through using the NWEA beginning, middle, and end of the year assessment.
Person responsible for monitoring outcome:	Janet Tafel (janet.tafel@osceolaschools.net)
Evidence-based Strategy:	The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment adjust instruction procedures significant learning gains for all students, including those with disabilities. Research also indicates that instructional coaching, the MTSS model, small group instruction within the core math block, and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2003). Reeves (2010). Dufour, et. al. (2010).

Action Steps to Implement

Teachers will attain and break down achievement data from district assessments during weekly commo planning PLC.

Coaches and administrators will be assigned to grade level/content for PLC.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Staff will assist students monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Staff will provide supplemental learning opportunities to students who are identified as not proficient in mathematics and who are identified as at-risk of becoming nonproficient in mathematics based on a variety of assessments. In addition, advanced students will be offered opportunities to extend their learning.

Paraprofessionals will be pushing in for one hour each day to each grade level to support small group math instruction and help provide targeted interventions, especially to our tier 3 students. MTSS referral forms will be addressed weekly as leadership team and quarterly by grade level teams when intervention groups are looked at.

Person Responsible Blacina Jabiel (blacina.jabiel@osceolaschools.net)

Math coach will provide PD and coaching on structure of math block and how to include small group instruction. Administration will share expectation for small group, targeted math instruction. Math coach will observe, provide feedback and coaching on small group instruction post PD. Dreambox will be provided as a center, computer based activity for students.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Teachers will be provided the standards along with PD on how to determine what the standard is calling for to ensure our instruction and questions reach the depth of the standard. Provide teachers who need additional support in standards based instruction.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Teachers will utilize formative assessments to monitor student learning and provide feedback.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Students will be cognitively engaged in instruction using high quality questioning and discussion techniques, supported by quality feedback and the ability to self assess progress related to the learning outcome.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Math teachers will participate in PLC process weekly to ensure content, pacing, and re-teaching of standards.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Math coach will develop coaching plan to address Tier 2 and Tier 3 teacher needs. Math coach will target 3 model classrooms (1 for small group math instruction, 1 K-2 math practices, and 1 3-5 math practices). Math coach will develop a plan for teachers to observe model classrooms.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science education has been to cultivate students' scientific habits of mind, develop their capacity to engage in scientific inquiry, and teach students how to reason in a scientific context. Science allows students to explor their world and discover new things. It is also an active subject, containing activities such as hands-on labs and experiments. This makes science well-suited for active younger children. Science is an important part of the foundation for education for all children.
Measurable Outcome:	In 2020-2021 science achievement was 30%. In 2021-2022, science achievement will increase to 45%.
Monitoring:	The NWEA science will be used to monitor for the desired outcome.
Person responsible for monitoring outcome:	Megan Faust (megan.faust@osceolaschools.net)
Evidence-based Strategy:	The science curriculum must be made relevant to students by framing lessons in contexts that gives facts meaning, teach concepts that matter in students' lives, and provide opportunities for solving complex problems.
Rationale for Evidence-based Strategy:	Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying on lecture and the textbook (Lynch & Zenchak, 2002).

Action Steps to Implement

Teachers will attain and break down achievement data from district assessments during weekly common planning.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Science teachers participate in PLC process weekly to ensure content and pacing and re-teaching or standards.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Teachers will participate in PD that will utilize AVID strategies including Kagan, WICOR, Cornell notes and interactive notebooks.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

Teachers will learn and implement standards based stations and implement differentiated instruction as an instructional strategy to breakdown student data and content mastery.

Person Responsible Janet Tafel (janet.tafel@osceolaschools.net)

ELL and ESE support in the classroom will occur through the collaboration of ESOL Compliance Specialist and RCS ensuring students are supported in science courses.

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

Teachers will provide individual student data chats.

Person Responsible	Janet Tafel (janet.tafel@osceolaschools.net)

Teachers will use the WozEd program to provide students the opportunity to explore coding and animation in grades K-5.

Person Responsible	Janet Tafel (janet.tafel@osceolaschools.net)

Teacher will provide Tier 2 and Tier 3 instruction based on grade level standards, data, student tracking, collaborative planning, and data analysis.

Person Responsible	Janet Tafel (janet.tafel@osceolaschools.net)

The science coach will work with a teacher to develop a model classroom for small group instruction in science. We will utilize this classroom to expand on the use of small group instruction during the science block.

Person Responsible	Janet Tafel (janet.tafel@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	ESSA data showed in 2018-2019 the school had zero subgroups below the ESSA level 41%. This affected proficiency and student achievement seen throughout the state reporting school data. FSA data in 2020-2021 showed a decrease in all subgroup achievement levels. Therefore, this is an area of focus so we can ensure that we are increasing student achievement for all of our students.
Measurable Outcome:	By 2021-2022, zero subgroups will be below the ESSA level 41%.
Monitoring:	The Area of Focus will be monitored using the NWEA assessment at the beginning, middle, and end of the year.
Person responsible for monitoring outcome:	Megan Faust (megan.faust@osceolaschools.net)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all students.
Rationale for Evidence-based Strategy:	Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum. Content - the information and skills that students need to learn Process - how students make sense of the content being taught Product - how students demonstrate what they have learned Affect - the feelings and attitudes that affect students' learning

Action Steps to Implement

Teachers, that share common planning, will participate in weekly PLC meetings that will focus on the development of both standardized lesson plans and common assessments for all students.

Person Responsible Blacina Jabiel (blacina.jabiel@osceolaschools.net)

PLC meetings will be supported and work in conjuction with the instructional coaches.

Person Responsible Blacina Jabiel (blacina.jabiel@osceolaschools.net)

Teachers will focus on creating learning goals and targets for individual students. These goals and data chats will be documented in the student's AVID binder.

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

Teachers will participate in professional development that focuses instructional strategies that scaffold content for ELL and ESE subgroups. Professional development training will include AVID WICOR instructional strategies, and ESE support strategies.

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.

Person Responsible Yamila Figueroa (yamille.figueroa@osceolaschools.net)

Students will participate in targeted intervention Tier 1, 2, and 3.
Tier 1 will be classroom based instruction using the district CUPS and curriculum for reading, math, social studies, and science.
Tier 2 instruction will be small group, targeted interventions on deficiencies the students have (skills or standards) for reading and math. Their progress will be monitored. Possible instruction will be Dreambox Learning, Lexia, LLI, etc.
Tier 3 instruction will be in more intensive, targeted areas using programs such as Corrective Reading to bridge gaps on learning in a students ability to read.

Person Responsible Blacina Jabiel (blacina.jabiel@osceolaschools.net)

#6. Other specifically relating to Culture and Environment	
Area of Focus Description and Rationale:	Well-implemented programs designed to foster SEL are associated with positive outcomes. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need to develop the social, emotional, and academic competencies they need to succeed in life.
Measurable Outcome:	2020-2021 Spring Climate Survey 58% of students responded that they had a favorable school climate. In the 2021-2022 Spring Climate Survey 70% of students will respond that they have a favorable school climate.
Monitoring:	The Panorama student survey will be used to monitor for our desired outcome.
Person responsible for monitoring outcome:	Maritza Centeno (maritza.centeno@osceolaschools.net)
Evidence-based Strategy:	Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these diverse needs.
Rationale for Evidence-based Strategy:	Social and Emotional Learning (SEL) is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Action Steps to Implement

Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and passions.

Person Responsible Megan Faust (megan.faust@osceolaschools.net)

Teachers will build an environment of belonging with a safe space in their classrooms.

Person Responsible Maritza Centeno (maritza.centeno@osceolaschools.net)

Teachers will increase student input and voice through planning and reflection activities.

Person Responsible Maritza Centeno (maritza.centeno@osceolaschools.net)

Behavior WIN on Wednesdays will allow classes to have time each week for class meetings and opportunities to engage in conflict resolution activities.

Person Responsible Maritza Centeno (maritza.centeno@osceolaschools.net)

Teachers will use active learning strategies like hands-on, experiential, and project-based activities.

Person Responsible Melissa Maldonado (melissa.maldonado@osceolaschools.net)

Teacher will integrate SEL strategies into their curriculum, such as, self-management, self confidence, self efficacy, and social awareness where applicable.

Person Responsible	Maritza Centeno (maritza.centeno@osceolaschools.net)

School will develop structures, relationships, and learning opportunities that support students' SE development.

Person Responsible	Maritza Centeno (maritza.centeno@osceolaschools.net)

Tier 2 and Tier 3 intervention support will be provided to students who need additional support with behavior in the classroom.

Person Responsible	Maritza Centeno (maritza.centeno@osceolaschools.net)

Surveys will be analyzed to identify school interventions that will support SEL and schoolwide plan will be developed.

Person Responsible	Maritza Centeno (maritza.centeno@osceolaschools.net)

The leadership team will review monthly behavior data for subgroups and develop interventions as required.

Person Responsible	Maritza Centeno (maritza.centeno@osceolaschools.net)

PBIS will be used as a school wide approach. A PBIS team will meet to discuss student data and plan for the student successes.

Person Responsible	Maritza Centeno (maritza.centeno@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Ensuring that students can be successful within the classroom is one of our top priorities. In an effort to increase positive behavior at Chesntut Elementary School and to keep students in the classrooms, we'll be utilizing a support staff member to provide tiered interventions for our students who are struggling with behavior. We will work to change behavior versus stopping behavior, and we hope to reduce exclusionary practices such as suspensions by providing behavior modification support. Through an environment focused on positive relationships and specific interventions students will feel more safe within their classrooms.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school engages families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently communicates high expectations for all students (e.g., "All students are college material"). Leaders demonstrate how those beliefs manifest in the school building. For example:
*Collaborative planning is solutions-oriented and based in disaggregated data
*Student work is displayed throughout the school
*All students are enrolled in college-and career-ready prep curriculum
A clear code for students and adults with input from students, families, and school personnel has been created. Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/ patterns among student groups. This data and the following, discipline referrals or incident reports, in-and out-of-school suspension, and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. Such as, establishing specific strategies, but attainable for reducing disproportionable discipline with staff, student, and family input, implementing evidence-based alternatives to exclusionary discipline (e.g. restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches. The administration ensure that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively make themselves available to teachers and staff. The leadership team actively solicit staff feedback on school-wide procedures to create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests. The school provides orientation for new teachers and ongoing support from mentor teachers.
Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on diverse interests and experiences of students.
The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically underserved students (e.g. by providing opportunities for small-group conversations with school leaders). Finally, the school provides all teachers with training on social and emotional skills, culturally competent, and management.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Gary Bressler, Principal, establishes and drives the positive culture and environment at the school.
Megan Faust, Assistant Principal, supports and helps lead with the Principal.
Maritza Centeno, School Counselor, facilitates the PBIS team, Zones of Regulation, and MTSS for behavior
Blacina Jabiel, MTSS Coach, works with Maritza Centeno on MTSS, and supports the leadership of creating a positive culture and environment
Leadership Team - actively supports the positive culture and environment
Nicki Farley - Paraprofessional, works closely with Ms. Centeno and provides tiered behavior support with specific students
Teachers - create a positive culture and learning environment within their classrooms and school
Support Staff - work alongside teachers and school staff to promote the positive culture and environment
Students - participate as active members of the school community
Parents - provide input and feedback, participate in SAC, and attend parent/teacher conferences

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
6	III.A.	Areas of Focus: Other: Culture and Environment	$0.00
		Total:	$0.00