2013-2014 SCHOOL IMPROVEMENT PLAN

Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST
Kissimmee, FL 34759
407-870-4862
www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	85%

Alternative/ESE Center	Charter School	Minority Rate
No	No	90%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	B	B	B	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Chestnut Elem School Science And Engineering

Principal

Audie R. Confesor

School Advisory Council chair

Sandra Soto

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jane Howe	Guidance Counselor
Jackie Alden	Second Grade Teacher
Noricely Rodriguez	Third Grade Teacher
Sandra Morales	Fourth Grade Teacher
Nancy Breznicky	Fifth Grade Teacher
Susan Ellis	STEM Block Teacher
Maria Castro	Literacy Coach
Marisa Diaz	Math/Science Coach
Kelly Gooden	Fifth Grade Teacher
Julie McClintock	STEM Coordinator
Lana Fenn	Assistant Principal
Karen Bracy	Principal

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Hannah Risch, Kindergarten Teacher, All Subjects
Hilary Hays, First Grade Teacher, ELA, VE Cluster
Jackie Alden, Second Grade Teacher, ELA, Gifted Cluster, Literacy Chairperson

Noricely Rodriguez, Third Grade Teacher, ELA, Gifted and ELL Cluster, Literacy Chairperson
Dana Bennett, Fourth Grade Teacher, Math/Science
Jason Wood, Fifth Grade Teacher, All Subjects, VE Cluster
Jennifer Samaroo, Title 1 Paraprofessional, Reading and Math Support
Sandra Soto, Parent; SAC Chairperson
Ana Bayonne, Parent; SAC Vice Chairperson
Susan Ellis, STEM Block Teacher, SAC Secretary
Giovanna Machicao, Parent, SAC Treasurer
Maureen Mohabir, Parent
Nancy Valunas, Support Staff
Yessire Martinez, Parent
Felisa Lewis, Parent Liaison
Dawn Dalton, Parent
Vasti Plaza, Parent
Lissette Merced, Support Staff
Priscilla Roque, Parent
Carleen Hutchinson, Parent
Nicole Peek, Parent
Claudine Havey, Parent
Acacia O'Reilly-Brown, Parent
Beatrice Carrion, Parent
Xavier Rodriguez, Support Staff
Yvonne Bonilla, Parent
Jesus Alicea, Parent
Jose Rivera, Parent
Cynthia Gonzalez, Parent
Delma Alvarez, VE Teacher
Lana Fenn, Assistant Principal
Audie Confesor, Principal

Involvement of the SAC in the development of the SIP

SAC members, including Grade Level and Department representation, along with Instructional Coaches and Administration participated in a full-day Planning Session with the SAC Officers to conceptualize and solidify the 13-14 Targets, Goals and Action Strategies for the School Improvement Plan. We actively engaged in the 8-step Problem-Solving Process.

Activities of the SAC for the upcoming school year

Membership Recruitment
SAC Annual Workshop Participation by SAC Officers and School Administration
Monthly SAC Meetings with Special Curriculum Focus Presentations/Discussions

Projected use of school improvement funds, including the amount allocated to each project

The School Improvement Funds will be allocated to support the Math initiative goal to ensure highly-engaging, standards-based math instruction will occur in all classrooms and learning with proficiency will be achieved by all students.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Audie R. Confesor		
Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	BS Early Childhood Education MS Educational Leadership School Principal ESOL Endorsement
Performance Record	2012-13 Grade=B 2011-12 Grade=B 2010-11 Grade=B, AYP 90% 2009-10 Grade=B, AYP 72% 2008-09 Grade=B, AYP 95% 2007-08 Grade=B, AYP 85% 2006-07 Grade=B, AYP 82% 2005-06 Grade=B, AYP 92%

Lana Fenn		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	BS Elementary Education MS Education ESOL Endorsement
Performance Record	2012-13 Grade=B 2011-12 Grade=B 2010-11 Grade=A 2009-10 Grade=A

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Maria Castro		
Full-time / School-based	Years as Coach: 4	Years at Current School: 6

Areas	Reading/Literacy, RtI/MTSS
Credentials	BS Elementary Education MS Reading ESOL Certification
Performance Record	2012-13 Grade=B 2011-12 Grade=B 2010-11 Grade=B, AYP 90% 2009-10 Grade=B, AYP 72%

Julie McClintock		
Full-time / School-based	Years as Coach:	Years at Current School:

Areas	Other
Credentials	Primary Education K-3 Elementary Education 1-6 Educational Leadership ESOL Endorsement Reading Endorsement
Performance Record	2012-13 Grade=B 2011-12 Grade=B 2010-11 Grade=B, AYP 90% 2009-10 Grade=A, AYP 87% 2008-09 Grade=A, AYP 97% 2007-08 Grade=B, AYP 85% 2006-07 Grade=B, AYP 82% 2005-06 Grade=B, AYP 92%

Marisa Diaz		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics, Science, Data
Credentials	BS Business Administration Florida K-6 Teacher Certification ESOL Endorsement Gifted Endorsement Reading Endorsement
Performance Record	2012-13 School Grade=B 2011-12 School Grade=A 2010-11 School Grade=A 2009-10 School Grade=A 2007-08 School Grade=B 2006-07 School Grade=B 2005-06 School Grade=B

Classroom Teachers

# of classroom teachers
52

 # receiving effective rating or higher
52, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
52, 100%

 # ESOL endorsed
36, 69%

 # reading endorsed
11, 21%

 # with advanced degrees
23, 44%

 # National Board Certified
3, 6%

 # first-year teachers
4, 8%

 # with 1-5 years of experience
17, 33%

 # with 6-14 years of experience
22, 42%

 # with 15 or more years of experience

9, 17%

Education Paraprofessionals

# of paraprofessionals

26

 # Highly Qualified

100, 385%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The following programs are utilized to retain highly-qualified and effective teachers:
School Mentoring Program
District PD Lead Program
Professional Development Series
Professional Learning Communities
Lesson Study Teams
Marzano iObservation Teacher Evaluation System
Individual Professional Development Plan

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentor/Mentee Partnerships based on Professional Service Contract and A1-A3 Status Partnerships
Sarah Etchey/Tanya Monplaisir
Julie Hoffman/Lisa Moyer
Katie Kotoulis/Hannah Risch
Hilary Hays/Dana Jennings
Odila Rivera/Ashleigh Laswell
Denise Falloon/Laura Brockman
Jennifer Stevens/Terrice Hamilton
Brandi Baker/Jennifer King
Jill Rissetto/Renee Cody, Ewa Rozpedowski, Christopher Bonner
Julie McClintock/Justin Biggs
Schoolwide Mentoring Support with Coaching Model:
Maria Castro, Literacy Coach
Noricely Rodriguez, Literacy Curriculum Chair
Jackie Alden, Literacy Curriculum Chair

Sandra Morales, Math Curriculum Chair
Nancy Breznicky, Math Curriculum Chair
Marisa Diaz, Learning Resource Specialist, Math/Science Coach
Julie McClintock, STEM Coordinator, PD Lead Facilitator
Kelly Gooden, Science Curriculum Chair
Susan Ellis, Science Curriculum Chair
Mentoring Activities:
Mentoring Program Informal Meetings
PD Lead Program
Professional Development Series, 1x/monthly
Vertical Professional Learning Communities, 1x/monthly
Daily Common Planning Time per Grade Level Team
Lesson Study Teams, 2x/monthly
Marzano iObservation Teacher Evaluation System
Individual Professional Development Plan; monitored 4x/year
2nd-5th Math Solutions Professional Development Series

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team provides input to the School Advisory Council (SAC) and principal to help develop the SIP. The team provides data regarding Tier 1, 2, and 3 targets, including academic and social/emotional areas for improvement; helps set clear expectations for instruction (Rigor, Relevance, Relationships); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures with essential resources (material and personnel).

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team meets weekly to engage in the following activities: 1.) review universal screening data and link to instructional decisions; 2.) review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks; and 3.) link resources to address areas for improvement. Based on the above information, the team will identify and align professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make data-based instructional decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation, along with reviewing impact evidence, along with suggesting necessary adjustments.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans

and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) & Learning Resource Specialist: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Progress Monitoring and Reporting Network (PMRN: FLKRS), STAR Enterprise Reading and Math, Florida Comprehensive Assessment Test (FCAT), District Mandated Assessments, including Go Math and Journeys Reading Programs

Progress Monitoring Data: STAR Enterprise Reading and Math, Curriculum Based Tutoring Assessments for LLI and ELL Rourke Programs, District Mandated Assessments, including Go Math and Journeys Reading Testing Measurements (CBM), FCAT 2.0 & Common Core Tasks

Mid-Year Data: STAR Enterprise Reading and Math, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), District Mandated Assessments, including Go Math and Journeys Reading Programs

Year-End: STAR Enterprise Reading and Math, FCAT, District mandated Assessments

Frequency of Data Review Sessions: weekly Grade Level Team Meetings and/or Planning Sessions, 2x/ monthly PLC Meetings for Lesson Design and Professional Development, and data disaggregation and

analysis, along with further goal setting and action planning; Informal Coaching and Planning Sessions based on achievement data

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time through a Coaching Model, along with vertical discussions during monthly Faculty Meetings and Common Core PLC sessions throughout the year. Student Portfolios will be maintained to determine each student's level of achievement and required support in accordance with the District's Pupil Progression Plan. Portfolio information/work samples and Academic Tracker achievement data will be used to problem-solve and determine next steps for intervention, depending on trend and comparison results. The MTSS team will also evaluate additional staff Professional Development needs during the weekly MTSS Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 1,800

The Extended-Learning, After-School Program will provide additional remedial support for identified K-5th graders who need to strengthen their basic foundational math skills. Students will receive additional practice with Core lesson concepts, building pre-requisites, fluency, and stamina. Go Math Intensive Intervention materials with Whole Group and Small Group Differentiated Instruction, along with computer-assisted support (Timez Attack, Sum Dog, Moby Max) will be utilized for these students.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Program and Student Evaluation Data will be collected through the established progress monitoring instruments and timeline. Classroom teachers and grade level teams will analyze this data for common instructional needs and to develop further intervention plans for continuous improvement.

Who is responsible for monitoring implementation of this strategy?

The Math Coach and Administration will monitor the implementation fidelity of this Extended-Learning Program, including attendance and level of student engagement with the instructional materials. In addition, classroom teachers, our Math Coach, and Administration will continually review the progress monitoring data for program impact results.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Isabel Figueroa	Kindergarten Teacher
Odila Rivera	First Grade Teacher
Heather Lockridge	Second Grade Teacher
Nancy Pereyra	Second Grade Teacher
Laura Brockman	Third Grade Teacher
Jennifer King	Fourth Grade Teacher
Rosa Diaz	Fifth Grade Teacher
Brunilda Dickenson	Music Teacher
Maria Castro	Literacy Coach
Audie R. Confesor	Principal
Janette Rios	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team functions as a vertical PLC Team to promote high student achievement and problem-solving. Monthly meetings are facilitated by our Literacy Coach. Each grade level and department is represented on the LLT to further communication for consistent and pervasive implementation of exemplary instructional practices and materials. The LLT recommends SIP objectives and strategies to our SAC and monitors implementation progress throughout the school year.

Major initiatives of the LLT

The LLT sponsors professional development and family events to promote greater literacy achievement.
1. Analyze school wide Formative Literacy Assessment Data in order to recognize accomplishments, and recommend timely
and effective program adjustments.
2. Provide on-site Literacy Professional Development opportunities.
3. Recommend and monitor Literacy School Improvement Plan objectives, strategies, and results.
4. Provide Literacy Family Fun Nights to promote literacy skills between home and school.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each teacher receives Common Core ELA training to strengthen background knowledge regarding the essential grade level ELA Standards to accomplish during the designated ELA periods, along with integrating these skills across all content areas, including Block classes, as well. Thus creating a shared-responsibility and delivery model for all teachers. Teachers document these ELA strategies and integrated tasks within their weekly Lesson Plans, and actively seek and/or create opportunities for linking connections among various texts sources and written response tasks. The daily schedule at each grade level provides departmentalized and self-contained teachers a common planning period for articulation and coordination opportunities. PLC Meetings and a Progress-Monitoring Assessment system promotes a CIM model for continually reviewing ELA achievement data and problem-solving for improvements.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Approximately 20 students participate in the Pre-Kindergarten programs housed in our facility. This creates a natural transition throughout the school year in preparation for Kindergarten, as our students and staff share similar experiences. Our Pre-Kindergarten families are invited to attend our special events, such as Family Fun Nights and Parent Workshops. These students and their families are also encouraged to attend our annual spring Kindergarten Registration Round-Up which provides all incoming kindergartners with an opportunity to meet our staff, tour our school, and to attend a presentation which outlines the curriculum expectations and daily schedule, along with addressing any questions. Also, our District's Title 1 Parent Center provides numerous print and manipulative materials for check-out throughout the calendar year, in addition to parent workshops on various topics to help parents develop early childhood skills and ease the successful transition to Kindergarten.

Incoming Kindergarten students are informally and formally screened prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within basic language and pre-reading areas. FLKRS and STAR Early Literacy assessment data will be collected and disaggregated by mid-September. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes

using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	65%	Yes	65%
American Indian				
Asian				
Black/African American	62%	64%	Yes	66%
Hispanic	54%	59%	Yes	59%
White	80%	83%	Yes	82%
English language learners	44%	54%	Yes	50%
Students with disabilities	43%	26%	No	48%
Economically disadvantaged	58%	63%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	205	65%	68%
Students scoring at or above Achievement Level 4	120	36%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		83%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		62%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	232	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	61	73%	76%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	110	61%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	61	34%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	73	41%	44%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	63	61%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		83%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%		No	60%
American Indian				
Asian				
Black/African American	48%	53%	Yes	53%
Hispanic	58%	52%	No	63%
White	53%	67%	Yes	58%
English language learners	52%	51%	No	57%
Students with disabilities	51%	37%	No	56%
Economically disadvantaged	54%	53%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	182	55%	58%
Students scoring at or above Achievement Level 4	76	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		82%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	178	54%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	56	67%	72%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	52%	60%
Students scoring at or above Achievement Level 4	28	26%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	22		25
Participation in STEM-related experiences provided for students	536	80%	82%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	132	20%	17%
Students retained, pursuant to s. 1008.25, F.S.	52	8%	7%
Students who are not proficient in reading by third grade	12	10%	9%
Students who receive two or more behavior referrals	26	4%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	3%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Chestnut Elementary believes in promoting parent involvement through providing various opportunities for parent conferences, parent metings, and curriculum activities. The 13-14 school year activities which are designed to build the capacity of parents to help their children are as follows:
1.) Common Core Math Curriculum Night
2.) Technology Night
3.) Partners in Print Workshops
4.) Book Bingo Events
5.) New Parent Orientations
6.) Cook Up a Good Book Literacy Night
7.) STEM Showcases
8.) Readers of the Carribean Literacy Night
9.) Stop Bullying Presentation
10.) SAC Mini-Conference
11.) Parent/Teacher Conference Workshop
12.) On-going Parent Conferences thorughout the School Year, including IEP, LEP, PMP, and MTSS Meetings

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Involvement Activities Implementation	11	64%	100%

Goals Summary

G1. Highly-engaging, Standards-based math instruction will occur in all classrooms and learning with proficiency will be achieved by all students.

Goals Detail

G1. Highly-engaging, Standards-based math instruction will occur in all classrooms and learning with proficiency will be achieved by all students.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Common Core and FCAT 2.0 Learning Standards and Assessments, STAR Math Progress Monitoring Assessments Go Math Assessments, Technology equipment and programs (TimezAttack, Sum Dog, Study Jams, Mega Math, FCAT Explorer) Manipulatives, Grab-n-Go, & various math resources in Media Center for checkout, National Virtual Library of Manipulatives Go Math Program Materials for Remediation and Enrichment, Professional Learning Communities, Lesson Study Math Team, Math Coach, Math Curriculum Chairpersons, Math Paraprofessionals, Math Cluster Classrooms (VE, Gifted, ELL), 2nd-5th Math Solutions Professional Development Series & Consultant, Math Tradebooks, Math Scales and Rubrics, Written Response Scale Florida Ready and 40 Days Math FCAT Countdown Materials, ELO Tutoring Funds, Lunch Bunch Program & Parent Volunteers STEM Labs, Kagan Strategies and Tools, Graphic Organizers, Math Olympiad, Common Core 8 Math Practices, Marzano 6 Step Vocabulary Instruction Model

Targeted Barriers to Achieving the Goal

- Insufficient student foundational math skills

- Insufficient student engagement strategies

- Insufficient teacher utilization of research-based math instructional practices

Plan to Monitor Progress Toward the Goal

Math Performance Scale Results, Progress Monitoring Assessments

Person or Persons Responsible
Classroom Teachers, Administration, Math Coach

Target Dates or Schedule:
Assessment Calendar

Evidence of Completion:
Assessment Results

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Highly-engaging, Standards-based math instruction will occur in all classrooms and learning with proficiency will be achieved by all students.

G1.B1 Insufficient student foundational math skills

G1.B1.S1 Conduct Daily Spiral Math Skills Review

Action Step 1

Mixed Cumulative Review, Fluency Builder Tasks, Problem of the Day, Go Math & CIM Spiral Review, Re-Teaching Sheets

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily Homeroom Math Bell Assignments, Daily Math Period Review Tasks

Evidence of Completion

Lesson Plans, Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Cumulative Review Tasks

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Student Work Samples, Pinnacle Grade Sheets

Plan to Monitor Effectiveness of G1.B1.S1

Math Performance Scale Results, Progress-Monitoring Assessments

Person or Persons Responsible

Classroom Teachers Administration Math Coach

Target Dates or Schedule

Daily Monitoring throughout Math Lesson, Assessment Calendar

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, Classroom Walkthrough Feedback, iObservation Data Points

G1.B1.S2 Establish and Implement Basic Math Facts Benchmarks and Incentive Programs per Grade Level

Action Step 1

Basic Math Facts Drills, Incentive Program, Individual Progress Monitoring Charts

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Progress Monitoring Charts, Grade Level Team Meeting Minutes, Communication Letters to Parents

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Progress Monitoring Assessments

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach

Target Dates or Schedule

Daily Mini-Assessments

Evidence of Completion

Assessment Results, Computer Program Reports, Student Progress Charts, Incentive Rewards

Plan to Monitor Effectiveness of G1.B1.S2

Progress Monitoring Assessments, Incentive Rewards and Celebrations

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach

Target Dates or Schedule

Assessment Calendar

Evidence of Completion

Assessment Results, Pinnacle Grade Sheets, Progress Monitoring Plans, IEP Progress Reports

G1.B1.S3 Provide continual and appropriate Homework Practice to reinforce basic math skills

Action Step 1

Differentiated Assignment per Math Performance Scale Level

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Pinnacle Grade Sheet, Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Go Math Assignments, Mixed Review Assignments, Basic Math Facts Assignments

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Pinnacle Grade Sheets, Student Work Samples

Plan to Monitor Effectiveness of G1.B1.S3

Math Performance Scale Results, Progress Monitoring Assessments

Person or Persons Responsible

Classroom Teacher, Administration, Math Coach

Target Dates or Schedule

Assessment Calendar

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, iObservation Data Points

G1.B1.S4 Increase remedial math tutoring opportunities through an Extended-Learning Program and an Intensive Intervention Program.

Action Step 1

Small Group Differentiated Instruction, Go Math Intensive Intervention Tasks, Re-Teaching Sheets & Manipulatives

Person or Persons Responsible

Classroom Teachers, ELO Teachers, 3rd-5th Title 1 Paraprofessionals, Parent Volunteers, VE Teachers

Target Dates or Schedule

Daily Math Period, ELO 2x/weekly, Lunch Bunch 2x/weekly

Evidence of Completion

Lesson Plans, Schedules, Student Work Samples, Progress Monitoring Plans, Pinnacle Grade Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Differentiated Instructional Strategies and Materials

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach

Target Dates or Schedule

Daily Monitoring throughout Math Lesson, Assessment Calendar

Evidence of Completion

Student Work Samples, Schedules, Classroom Walkthroughs

Plan to Monitor Effectiveness of G1.B1.S4

Math Performance Scale Levels, Progress Monitoring Assessments, Student Work Samples, Computer Program Reports

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach

Target Dates or Schedule

Assessment Calendar, Marking Period Results, Monitoring Strategies throughout Daily Math Lesson

Evidence of Completion

Progress Monitoring Plans, IEP Progress Reports, Pinnacle Grades, Assessment Results, iObservation Data Points, # Student Retention Cases, # MTSS Tier 2 and/or 3 Cases

G1.B2 Insufficient student engagement strategies

G1.B2.S1 Utilize Kagan Cooperative Learning Strategies throughout daily math lessons

Action Step 1

Kagan Cooperative Learning Strategies

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Lesson Plans

Facilitator:

Leadership Team and Mentoring Team Mates

Participants:

Teachers and Paraprofessionals

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Kagan Cooperative Learning Strategies

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Lesson Plans, Classroom Walkthrough Feedback

Plan to Monitor Effectiveness of G1.B2.S1

Math Performance Scale Results, Progress-Monitoring Assessments

Person or Persons Responsible

Classroom Teacher, Administration, Math Coach

Target Dates or Schedule

Daily Monitoring throughout math lesson, Assessment Calendar

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, iObservation Data Points, Atte3ndance Data, PBS Discipline Data

G1.B2.S2 Develop Higher-Order Thinking Skills through Standards-Based Questions and probing techniques

Action Step 1

Math Question Stems & Posters, Standards-Based Questions & Tasks, Error Analysis Items, Work Backwards Tasks, Released FCAT & PARCC Test Items

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Lesson Plans

Facilitator:

Math Coach and Administration

Participants:

Teachers and Paraprofessionals

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Question Types & Frequencies

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Lesson Plans, Classroom Walkthrough Feedback

Plan to Monitor Effectiveness of G1.B2.S2

Math Performance Scale Results, Assessments

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach

Target Dates or Schedule

Assessment Calendar

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, iObservation Data Points

G1.B2.S3 Communicate and Use Lesson Essential Question(s) and Math Performance Scales/Rubrics throughout math lessons for goal-setting and corrective feedback

Action Step 1

Essential Question posted and reviewed throughout lesson, Math Performance Scales/Rubrics posted for goal-setting, continual feedback, and celebration purposes

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Classroom Walkthrough Feedback, Environmental Artifacts, Student Work Samples

Facilitator:

Math Coach, District Math Resource Teachers, Administration

Participants:

Teachers and Paraprofessionals

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Essential Questions posted and reviewed throughout lesson, Math Performance Scales/Rubrics posted, along with individual progress charts

Person or Persons Responsible

Classroom Teachers, Math Coach, Administration

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Environmental Artifacts, Student Work Samples and Progress Charts, Classroom Walkthrough Data

Plan to Monitor Effectiveness of G1.B2.S3

Math Performance Scale Results, Progress Monitoring Assessments

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach

Target Dates or Schedule

Assessment Calendar

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback Pinnacle Grade Sheets, iObservation Data Points, Student Progress Charts

G1.B2.S4 Utilize a Gradual Release Model throughout daily math lessons to build confidence and independence

Action Step 1

Chunk instruction into digestible "I do, we do, you do" steps for practicing and processing, Math Think Alouds, Teacher Modeling

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Lesson Plans, Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Gradual Release components

Person or Persons Responsible

Classroom Teachers, Math Coach

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Lesson Plans, Lesson Pacing, Student Work Samples

Plan to Monitor Effectiveness of G1.B2.S4

Math Performance Scale Results, Progress Monitoring Assessments

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach

Target Dates or Schedule

Assessment Calendar

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback, Pinnacle Grade Sheets, iObservation Data Points, Progress Monitoring Plans, IEP Progress Reports

G1.B3 Insufficient teacher utilization of research-based math instructional practices

G1.B3.S1 Develop Academic Math Vocabulary skills

Action Step 1

Math Vocabulary Lists & Graphic Organizers, Math Talk Structures; Written Response; Vocabulary Visuals with Models

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily during math and literacy lessons

Evidence of Completion

Student Work Samples, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Math Vocabulary Lists and Graphic Organizers

Person or Persons Responsible

Classroom Teachers, Math Coach, Literacy Coach, Administration

Target Dates or Schedule

Daily throughout math and literacy lessons

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Walkthrough Feedback

Plan to Monitor Effectiveness of G1.B3.S1

Progress-Monitoring Assessments

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach, Literacy Coach

Target Dates or Schedule

Assessment Calendar

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Pinnacle Grade Sheets, iObservation Data Points

G1.B3.S2 Utilize Differentiated Instruction and Assignments

Action Step 1

Math Performance Scales and matching Differentiated Tasks & Materials, Small Group Instruction, Computer Programs, 2nd-5th Math Computer Lab Schedule

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples, Lesson Plans, Schedules

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Differentiated Tasks and Materials

Person or Persons Responsible

Classroom Teacher, Administration, Math Coach, VE Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples, Classroom Walkthrough Feedback, Coaching Planning Sessions

Plan to Monitor Effectiveness of G1.B3.S2

Math Performance Scale Results, Progress Monitoring Assessments

Person or Persons Responsible

Classroom Teachers, Administration, Math Coach, VE Teachers

Target Dates or Schedule

Assessment Calendar

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback, Pinnacle Grade Sheets, iObservation Data Points, Progress Monitoring Plans, IEP Progress Reports

G1.B3.S3 Understand and Implement the 8 Common Core Math Practices

Action Step 1

8 Common Core Math Practices (reasoning, stamina, patterns, argument, model, tools, precision, structure), Math Solutions Consultant Support, Math PLC 1x monthly, Math Coaching Model, 3rd-5th Math Lesson Study Team

Person or Persons Responsible

Classroom Teachers, Math Coach

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Environmental Artifacts, Lesson Plans, Student Work Samples, Professional Development Plan & Participation Math Coach Schedule, Math PLC Minutes, Math Lesson Study Minutes

Facilitator:

Math Curriculum Chairs, Math Coach, Math Solutions Consultants, Math Lesson Study Team

Participants:

Teachers and Paraprofessionals

Plan to Monitor Fidelity of Implementation of G1.B3.S3

8 Common Core Math Practices

Person or Persons Responsible

Classroom Teachers, Math Coach, Administration, Math Consultants

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Lesson Plan, Classroom Walkthrough Feedback, Coaching Planning and Feedback Sessions, Lesson Study Model and Planning Session Minutes

Plan to Monitor Effectiveness of G1.B3.S3

Math Scales Performance Levels, Progress-Monitoring Assessments

Person or Persons Responsible

Classroom Teacher, Administration, Math Coach

Target Dates or Schedule

Assessment Calendar

Evidence of Completion

Grade Level, Class, and Individual Assessment Results, Classroom Walkthrough Feedback Pinnacle Grade Sheets, iObservation Data Points, Lesson Study Reflection Sessions

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X
To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Highly-engaging, Standards-based math instruction will occur in all classrooms and learning with proficiency will be achieved by all students.

G1.B2 Insufficient student engagement strategies

G1.B2.S1 Utilize Kagan Cooperative Learning Strategies throughout daily math lessons

PD Opportunity 1

Kagan Cooperative Learning Strategies

Facilitator

Leadership Team and Mentoring Team Mates

Participants

Teachers and Paraprofessionals

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Lesson Plans

G1.B2.S2 Develop Higher-Order Thinking Skills through Standards-Based Questions and probing techniques

PD Opportunity 1

Math Question Stems & Posters, Standards-Based Questions & Tasks, Error Analysis Items, Work Backwards Tasks, Released FCAT & PARCC Test Items

Facilitator

Math Coach and Administration

Participants

Teachers and Paraprofessionals

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Lesson Plans

G1.B2.S3 Communicate and Use Lesson Essential Question(s) and Math Performance Scales/Rubrics throughout math lessons for goal-setting and corrective feedback

PD Opportunity 1

Essential Question posted and reviewed throughout lesson, Math Performance Scales/Rubrics posted for goal-setting, continual feedback, and celebration purposes

Facilitator

Math Coach, District Math Resource Teachers, Administration

Participants

Teachers and Paraprofessionals

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Classroom Walkthrough Feedback, Environmental Artifacts, Student Work Samples

G1.B3 Insufficient teacher utilization of research-based math instructional practices

G1.B3.S3 Understand and Implement the 8 Common Core Math Practices

PD Opportunity 1

8 Common Core Math Practices (reasoning, stamina, patterns, argument, model, tools, precision, structure), Math Solutions Consultant Support, Math PLC 1x monthly, Math Coaching Model, 3rd-5th Math Lesson Study Team

Facilitator

Math Curriculum Chairs, Math Coach, Math Solutions Consultants, Math Lesson Study Team

Participants

Teachers and Paraprofessionals

Target Dates or Schedule

Daily throughout math lesson

Evidence of Completion

Environmental Artifacts, Lesson Plans, Student Work Samples, Professional Development Plan & Participation Math Coach Schedule, Math PLC Minutes, Math Lesson Study Minutes

Appendix 2: Budget to Support School Improvement Goals