

School District of Osceola County, FL

Chestnut Elementary School For Science And Engineering



2023-24

Schoolwide Improvement Plan (SIP)

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Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 collaborative learning environment to meet the needs of all students.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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.
Morales, Michelli	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.
Maldonado, Melissa	Instructional Coach	Leads the school in the area of literacy professional development. Analyzes schoolwide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions.
Bohe, Vanessa	Instructional Coach	The Testing Coordinator will be responsible for preparing and administering proficiency examinations or standardized tests. The Coordinator's role is also tasked with working with students during interventions. Oversees the scheduling and implementation of all Tiered interventions in grades PreK-5.
Centeno, Maritza	School Counselor	Leads the school in assisting all students in the areas of academic achievement, life skills, and ensuring today's students become the productive, well-adjusted adults of tomorrow.
Vazquez, Milbia	Staffing Specialist	Resource Compliance Specialist - Ensures compliance of ESE student's IEPs as well as monitors student progress and provides recommendations to the Leadership Team.
Avila, Karen	ELL Compliance Specialist	Leads the school in the area of ELL. Analyzes schoolwide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions focus on ELL students.
Alba, Vanessa	Teacher, K-12	Leads the school in the area of literacy of AVID. Provides resources to the teachers for the implementation of AVID strategies schoolwide.
Gabriel, Stacey	Instructional Coach	Instructional Coach to teachers in the area of math and science.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Prior to the start of the school year, the school Leadership Team attended a summer PD where all data was reviewed and next steps for our SIP were drafted. This draft was then shared with the School Advisory Council at the beginning of the school year. During the September 21st meeting, the SAC voted

to approve the SIP. The SIP goals will be monitored throughout the year with midyear and end of year data to be shared with SAC.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored monthly through our Stocktake meetings where our "areas of concerns" will be analyzed through schoolwide data. As we monitor the data and its alignment to the SIP goals, we will determine if any revisions need to be made to the plan to ensure the targeted goal is met.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	42	27	30	31	14	22	0	0	0	166	
One or more suspensions	0	1	1	1	2	2	0	0	0	7	
Course failure in English Language Arts (ELA)	0	0	0	8	11	34	0	0	0	53	
Course failure in Math	0	0	2	10	6	28	0	0	0	46	
Level 1 on statewide ELA assessment	0	0	0	33	34	52	0	0	0	119	
Level 1 on statewide Math assessment	0	0	0	34	45	68	0	0	0	147	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	20	19	33	34	52	0	0	0	174	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	12	3	27	0	0	0	42

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	8	2	3	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	44	39	32	26	32	26	0	0	0	199	
One or more suspensions	2	2	6	2	4	10	0	0	0	26	
Course failure in ELA	0	0	5	7	19	6	0	0	0	37	
Course failure in Math	0	0	5	2	15	5	0	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	2	31	39	0	0	0	72	
Level 1 on statewide Math assessment	0	0	0	2	38	53	0	0	0	93	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	31	39	0	0	0	72	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	0	8	4	19	19	0	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	10	3	10	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	44	39	32	26	32	26	0	0	0	199	
One or more suspensions	2	2	6	2	4	10	0	0	0	26	
Course failure in ELA	0	0	5	7	19	6	0	0	0	37	
Course failure in Math	0	0	5	2	15	5	0	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	2	31	39	0	0	0	72	
Level 1 on statewide Math assessment	0	0	0	2	38	53	0	0	0	93	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	31	39	0	0	0	72	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	0	8	4	19	19	0	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	10	3	10	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40			44	48	56	42		
ELA Learning Gains				52	56	61	41		
ELA Lowest 25th Percentile				49	47	52	38		
Math Achievement*	36			39	47	60	36		
Math Learning Gains				43	55	64	16		
Math Lowest 25th Percentile				43	46	55	15		
Science Achievement*	38			34	43	51	30		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	56			60			62		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	215
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	2	2
ELL	33	Yes	2	
AMI				
ASN				
BLK	47			
HSP	40	Yes	1	
MUL				
PAC				
WHT	36	Yes	1	
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	1	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	51			
HSP	44			
MUL				
PAC				
WHT	44			
FRL	44			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			36			38					56
SWD	13			13			7				5	50
ELL	30			25			24				5	56
AMI												
ASN												
BLK	46			44			46				4	
HSP	38			34			32				5	54
MUL												
PAC												
WHT	34			34							3	
FRL	40			35			33				5	55

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	52	49	39	43	43	34					60
SWD	6	21	29	9	25	25	0					80
ELL	29	47	41	25	33	40	19					60
AMI												
ASN												
BLK	49	55		52	55	45	52					
HSP	40	53	51	31	37	44	26					69
MUL												
PAC												
WHT	44	43		52	36							
FRL	40	52	50	32	38	49	27					62

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	42	41	38	36	16	15	30					62
SWD	11	23	23	11	13	15	14					61
ELL	30	35	42	23	19	27	21					62
AMI												
ASN												
BLK	40	47		47	24		18					54
HSP	40	34	28	30	14	18	29					64
MUL												
PAC												
WHT	54	67		52	17		50					
FRL	36	38	41	30	13	21	24					61

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	44%	-6%	54%	-16%
04	2023 - Spring	41%	49%	-8%	58%	-17%
03	2023 - Spring	39%	44%	-5%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	49%	5%	59%	-5%
04	2023 - Spring	30%	48%	-18%	61%	-31%
05	2023 - Spring	27%	41%	-14%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	40%	-6%	51%	-17%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reviewing last year's data, although there is an upward tick on the data, science was an area that demonstrated the lowest performance. With only 30% of our students meeting proficiency, it was an area of laser focus that was determined during the summer PD planning for SIP. The trends in science show that there are gaps in the students retention of 3rd and 4th grade science standards that are assessed on the state test. Through analyzing this trend data, we have placed new strategies to ensure that our 5th grade students get weekly reviews on these standards through their Essentials time and mini-class lessons.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There were no data points in either ELA, math, or science that showed great declines from the previous year. If we look at over all trend data, ELA and science have been the weakest data points of proficiency. The declines in ELA and science were due to new staff not receiving the level of support they needed to provide sound instruction and interventions to their students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science was 13% below the state average. The declines science were due to new staff not receiving the level of support they needed to provide sound instruction and interventions to their students.

Which data component showed the most improvement? What new actions did your school take in this area?

Although science is our weakest data point overall, we did improve by 5% over the previous year data. Prior to the start of the new school year, administration reviewed the level of support provided by our Science Coach to our teachers. During the first quarter of last school year, our Science Coach came to me and shared that she had not executed a specific program for 5th with fidelity and the supports she was providing to the grade level was subpar. As we reviewed our midpoint data, our school was only reflecting 25% proficiency of the 5th grade standards based on a district assessment. Administration stepped in and launched a program called Houses of Science where 4th/5th grade standards were taught in a weekly competition. Administration took part in this initiative as instructors as well as involving other members of leadership. Through this 3 month initiative, we were able to move our 5th grade proficiency from 25% to 40% after readministering the District Assessment.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In reviewing the EWS data, it is apparent that our students missing more than 10% of the school year must be having a direct correlation to their performance in the classroom and on the state assessment. This will need to be monitored closely for this school year with incentives planned for to increase the Average Daily Attendance (ADA).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Our proficiency of our ELL is 33% and ESE proficiency at 11%. Based on 2023-2024 ELA FAST Assessment, the ELA Proficiency will increase from 43% to 53%.
- Our proficiency of our ELL is 28% and ESE proficiency at 12%. Based on 2023-2024 Math FAST Assessment, the Math Proficiency will increase from 40% to 58%
- Our proficiency of our ELL is 24% and ESE proficiency at 6%. Based on 2023-2024 FSSA, the Science Proficiency will increase from 38% to 51%.
- Increase the percentage of PLCs at stage 6 by 50%.
- Students' academic performance will increase in all areas preparing them for college and career readiness. In reading, we intend to increase overall student proficiency to 62%, ELL's to 50%, and our ESE students to 50%. In math, we intend to increase overall student proficiency in mathematics to 62%, ELL to 50%, and our ESE students 50%. In science, we intend to increase overall student proficiency in science to 65%, ELL to 50%, and our ESE students 50%.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Given the 2022 -2023 school data finding that 43% of students were proficient in ELA, productive actions are necessary to accomplish the goal of ensuring high levels of ELA achievement for all students. Our proficiency of our ELL is 33% and ESE proficiency at 11%. Based on 2023-2024 ELA FAST Assessment, the ELA Proficiency will increase from 43% to 53%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase proficiency in ELA to 53%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Florida Assessment of Student Thinking (FAST) will be used to monitor ELA student progress in the beginning, middle, and end of the year.

Person responsible for monitoring outcome:

Melissa Maldonado (melissa.maldonado@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Studies show that 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 to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a significant effect on student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 has the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning. (William, 2007) (Marzano, 2003).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

By When: Throughout the year and monitoring monthly through stocktake and assessment data.

Second Grade Open Court implementation of decoding phonics/word analysis, fluency rate, accuracy, prosody, and vocabulary and language development.

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

By When: Throughout the year and monitoring monthly through stocktake and assessment data.

Administration will offer additional interventional time to support struggling students.

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

By When: Throughout the year and monitoring monthly through stocktake and assessment data.

Tier 1 and Tier 2 students engage in 20 min on Lexia Core 5-1 day/week during station rotation. Tier 3 students engage in 20 min on Lexia Core 5-2 days/week during station rotation. RISE reading for all Tier 2 students.

Pre-teaching strategies for T2. Students will participate in targeted intervention Tier 1, 2, & 3. Meetings weekly/bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students.

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Throughout the year and monitoring monthly through stocktake and assessment data.

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: Milbia Vazquez (milbia.vazquez@osceolaschools.net)

By When: Throughout the year and monitoring monthly through stocktake and assessment data.

All staff will be trained by the district and Literacy Coach in best practice strategies for increasing student engagement through quality instruction to improve student literacy. Components of content-relevant strategies will include whole group, small group, and one-on-one conferencing to meet the individual needs of all students. 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.

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

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

By When: Throughout the year and monitoring monthly through stocktake and assessment data.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Given the 2022 -2023 school data finding that 40% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring high levels of mathematic achievement for all students. Our proficiency of our ELL is 28% and ESE proficiency at 12%. Based on 2023-2024 Math FAST Assessment, the Math Proficiency will increase from 40% to 58%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math proficiency will increase to 58%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- 1.Administration, leadership team, and Math Coach will monitor the collaborative grade level teams to ensure weekly PLC meetings are being productive and held with fidelity, to increase the efficacy of each team.
- 2.Administration, leadership team and Math Coach will monitor the path to the desired outcome through using the results of the F.A.S.T. beginning, middle and end of the year assessments as well as the predictive outcomes as reported from the Dreambox Learning Math Program.
- 3.School Stocktake Model will take place every month and the Math Coach will report progress to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Stacey Gabriel (stacey.gabriel@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The analysis of student assessment data serves as a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments adjusts instruction procedures for 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 Intervention:

Explain the rationale for selecting this specific strategy.

Studies show that the analysis of student assessment data serves as a critical role in teacher decision making and meets the diverse needs of individual students. Also, 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).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will acquire and analyze achievement data from district-provided and state assessments during weekly common PLC meetings.

Person Responsible: Stacey Gabriel (stacey.gabriel@osceolaschools.net)

By When: Weekly

Teachers will use formative and summative assessment data to guide instructional practices for Tier 1 instruction, differentiated instruction, small group instruction and intervention instruction (including extension lessons).

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Weekly

Teachers will guide students in applying mathematical practices to include procedural fluency to problem solve using multiple strategies, monitor learning and self-reflect.

Person Responsible: Stacey Gabriel (stacey.gabriel@osceolaschools.net)

By When: Weekly

Teachers and the MTSS Team will analyze student assessment data to identify students who are not proficient in mathematics and are at-risk of becoming nonproficient in mathematics, as well as those students who are in need of opportunities to extend their proficiency above grade-level.

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Monthly

The Math Coach will provide learning opportunities for teachers for implementing effective Math instruction practices, how to access and implement curriculum, build an effective Math block, use Dreambox Learning and effective planning meetings.

Person Responsible: Stacey Gabriel (stacey.gabriel@osceolaschools.net)

By When: Weekly

Paraprofessionals will be assisting teachers during Tier 2 & Tier 3 targeted instruction to students who are in need of the extra support.

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Weekly

Teachers will use formative assessment data to monitor student learning and provide feedback.

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Weekly

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Science education cultivates students' scientific habits of mind, develops their capacity to engage in scientific inquiry and teaches students how to reason scientific context. Science allows students to explore their world and discover new things. It is also an interactive subject containing inquiry opportunities through hands-on investigations and experiments. This makes science well-suited for all learners. Science is a foundational part of education for all children. Our proficiency of our ELL is 24% and ESE proficiency at 6%. Based on 2022-2023 FSSA, the Science Proficiency will increase from 34% to 51%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 2022-2023, science achievement among the 5th graders assessed, was 34%. This year, Science proficiency will increase to 51%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Administration, leadership team, coaches, and teachers (self-monitor) will work together to monitor instruction as well as work in PLCs to plan for instruction.
2. Formative assessments as well as district administered progress monitoring assessments (NWEA, and mock Science BOY/EOY) will be used to measure beginning, middle and end of school year progress of student learning. Data will be analyzed and used to plan professional learning and coaching for teachers based on individual and small group needs.
3. School Stocktake Model will take place every month and the leadership and/or coach will report progress to the Principal on the Area of Focus

Person responsible for monitoring outcome:

Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will be administering "quick checks" to measure student proficiency on any given standard. Those students who do not meet proficiency will receive a Tier 2 reteach with the classroom teacher. The students at Tier 2 will then be rechecked within the 7 day cycle to ensure mastery was met.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As opposed to waiting for mid-year data to act upon, Chestnut Elementary will be utilizing weekly checks (CIM) to ensure that standards are mastered. Research shows that following a Plan, Do, Check, Act cycle will lead to higher student achievement and decrease any gaps of learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administer baseline data checks each week. Monitor through PLCs which students mastered and who is in need of reteach (Tier 2). Reteach initiates and a recheck is conducted at the end of the cycle.

Person Responsible: Stacey Gabriel (stacey.gabriel@osceolaschools.net)

By When: Weekly through the school year.

#4. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If all members of our Faculty on each PL team work collaboratively to plan engaging lessons using best practices and high yield strategies, develop common formative assessments to monitor student learning and use the results to identify the students in need of additional support and extension, then student achievement will increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage of PLCs at stage 6 by 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Administration, leadership team, and PLC Leads will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively.
3. School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of focus.

Person responsible for monitoring outcome:

Gary Bressler (gary.bressler@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The three big ideas of a PLC:

- 1) Ensure that all students learn at high levels
- 2) Helping all students learn at high levels requires a collaborative and collective effort
- 3) Focus on results (evidence of learning) to ensure learning for all students is taking place

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Set clear objectives that are focused on student learning. The PLC model is grounded in the assumption that building teachers' competencies will lead to improved academic, behavioral, or social outcomes for students. Consequently, student learning is both the foundation and evidence of an effective PLC.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLC teams will develop and honor Collective Commitments (NORMS) in order to enhance the effectiveness of their team

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Weekly throughout the year.

Each PLC will identify and work interpedently to achieve one or more SMART goals that align with our school goals.

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Quarterly throughout the year.

PLC teams will meet four times a month during early release and will dedicate this time focusing on higher levels of learning for all students by addressing the 4 questions that drive the work of a PLC.

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Monthly throughout the year.

Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes through the PLC facilitator and PLC administrator.

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Quarterly throughout the year.

Current Data will be used by each PLC team for the purpose of assessing, analyzing, reflecting, and revising plans (if applicable) on the course progression of individual students' needs.

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Weekly throughout the year.

Mentoring will be conducted by the PLC administrator and PLC facilitator for teams who are struggling, and additional support will be given so they become an effective collaborative team focused on the work.

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

By When: Monthly throughout the year.

Each grade level team will have a leadership team member to monitor and assist in the process.

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Weekly throughout the year.

Teachers will plan together within their PLCs to incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible: Vanessa Bobe (vanessa.boberamos@osceolaschools.net)

By When: Weekly throughout the year.

#5. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

CNES is committed to providing rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness. Based on collected classroom walkthrough data from the previous year, it was apparent that classroom teachers were not using AVID strategies in the classroom that helps promote a positive classroom culture through community-based classroom activities. This year, we are utilizing our AVID Coordinator to provide PD across grade levels where she will enhance the teachers use of AVID strategies. Through the utilization of AVID strategies in the classroom, our teachers will be able to elevate their classroom positive culture and community. At Chestnut, we embrace a college and career readiness theme through infusing AVID strategies.

In addition, our current ELA data shows that our overall reading proficiency is 40%. Our proficiency of our ELL is 33% and ESE proficiency at 11%. This data shows that we are meeting the needs of some students, however, this does not meet the expectation for ALL of our students to be college and career ready. Our current mathematics data shows that our overall mathematics proficiency is 37% with our ELL at 28% and ESE students at 12%. This does not meet our expectation for ALL of our students to be college and career ready. Our current science data shows that our overall science proficiency is 34%. This does not meet our expectation for ALL of our students to be college and career read. AVID strategies will also meet the ESE and ELL student needs of increasing the level of student achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students' academic performance will increase in all areas preparing them for college and career readiness. In reading, we intend to increase overall student proficiency to 62%, ELL's to 50%, and our ESE students to 50%. In math, we intend to increase overall student proficiency in mathematics to 62%, ELL to 50%, and our ESE students 50%. In science, we intend to increase overall student proficiency in science to 65%, ELL to 50%, and our ESE students 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The AVID Coordinator will be tracking the percentage of classrooms using the strategies shared at PD or at faculty meetings. In addition to the AVID Coordinator, administration and the leadership team will be monitoring the use and effectiveness of the strategy through their own walkthrough tracker. This data will be shared at weekly Leadership Meetings and through Stocktake.

Person responsible for monitoring outcome:

Vanessa Alba (vanessa.alba@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID's proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The WICOR model reflects and promotes the expertise and attitudes that will serve students well in life beyond college graduation. Surveys indicate that they seek college educated employees who have strong interpersonal skills, communicate well, and have the ability to develop creative solutions to new problems in collaborative ways. AVID's scaffold of social and academic structures instills these qualities, while at the same time improving outcomes in academic performance, building critical reading and thinking skills for rigorous fields of study, using writing as a powerful thinking and communication tool, and fostering collaboration among students, teachers, and other professionals within higher education and the "real" world of working and living.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

AVID Coordinator will use a school-based tracker to monitor AVID strategies in use. In addition, the AVID Site Plan will reflect the actions in place.

Person Responsible: Vanessa Alba (vanessa.alba@osceolaschools.net)

By When: This will be completed by May 31, 2024.

AVID Coordinator will provide staff with WICOR Professional Development embedded through ELA.

Person Responsible: Vanessa Alba (vanessa.alba@osceolaschools.net)

By When: The first level of professional development will be conducted by September 28th, 2023, through ELA.

AVID Coordinator will provide learning opportunities to observe AVID in other classrooms.

Person Responsible: Vanessa Alba (vanessa.alba@osceolaschools.net)

By When: Beginning during the month of September, this will be an ongoing process and shared with Leadership at Stocktake.

Administration will conduct weekly walkthroughs to monitor the implementation of AVID and WICOR strategies in all classrooms. Therefore, ensuring that PD goes to practice.

Person Responsible: Michelli Morales (michelli.moralesreyes@osceolaschools.net)

By When: September, 1st, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

- School administrators, teachers (PLC) and other school staff (leadership) collaborate to set quarterly goals, implement strategies for improvement, measure progress and celebrate success. An online management system makes relevant data accessible to all (NWEA, STAR, FAST, FSSA, School City, etc.).

-The school's Literacy Coach and Math/Science Coach work with teachers on a daily/weekly/monthly basis,

providing support in each of the content areas. The coaches plan with the teachers to ensure that all plans developed meet the needs of all student populations (e.g. ESE, ELL). The coaches also work directly with the students in providing intervention services during iii that is part of our Master Schedule.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The following data reflects the percentage of students not demonstrating proficiency in reading:

K-38%

1-47%

2-38%

Teachers will be providing students instruction in Open Court during the school year. Open Court places an emphasis on letters/sounds and blending (phonological awareness) and these are foundational skills needed to close the gaps in our primary grades. Chestnut also purchased Magnetic Reading as a Tier intervention that will be used to hone in on specific standards not being met in each grade level. Students will also be able to use Lexia (an online reading program) to work on standards through lessons geared for intervention purposes.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

3rd-43%

4th-44%

5th-42%

Teachers will be providing students instruction in Open Court during the school year. Open Court will also be implemented in upper grades to assist students in building on word analysis skills. This instruction will better able the student to attack words they are unfamiliar with in any text. Chestnut also purchased Magnetic Reading as a Tier intervention that will be used to hone in on specific standards not being met in each grade level. Students will also be able to use Lexia (an online reading program) to work on standards through lessons geared for intervention purposes. With these programs in place, we will have continued progress monitoring that will be a part of our MTSS discussions each month. Based on the students' progress, interventions will be adjusted.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Based on the previous year's data, Chestnut Elementary students will show an increase of at least 10% in each grade level by the end of the year (K-72%, 1st-62%, 2nd-72%).

Grades 3-5 Measurable Outcomes

Based on the previous year's data, Chestnut Elementary has placed these proficiency level markers for our students at PM3 (3rd-5th @ 53% proficiency or higher).

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our ELA Area of Focus will be monitored by administration as well as our Literacy Coach. Monitoring will be ongoing throughout the school year through weekly assessment (standards proficiency checks) and through district level Progress Monitoring using NWEA and FAST to track progress towards the goal.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Maldonado, Melissa, melissa.maldonado@osceolaschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Programs and Best Practices in place for this year to close the gaps in ELA:

- First Grade Open Court implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate, accuracy, and vocabulary and language development.
- Second Grade Open Court implementation of decoding phonics/word analysis, fluency rate, accuracy, prosody, and vocabulary and language development
- Tier 1 and Tier 2 students engage in 20 min on Lexia Core 5-1 day/week during station rotation. Tier 3 students engage in 20 min on Lexia Core 5-2 days/week during station rotation. RISE reading for all Tier 2 students.
- Pre-teaching strategies provided by district for Tier 2 students.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The use of Open Court and Lexia are evidence-based programs that made a huge impact on student learning last year. This year we will be continuing to utilize these programs during interventions and will also be opening the doors of Open Court to our 3rd grade students in January 2024.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

Implementation of Open Court and Lexia will be progress monitored weekly/monthly. As a school-wide initiative, teachers will be utilizing both programs as a means to close the achievement gaps. Open Court focus on the foundational phonics skills to build fluent readers and Lexia works on standards-driven online lessons to support student growth. The data collected through all programs utilized will be a part of our MTSS process and monthly meetings where we examine student progress and make adjustments to instruction where needed.

Maldonado, Melissa,
melissa.maldonado@osceolaschools.net

Professional Development will be provided to teachers on the use of Open Court and Lexia at the beginning of the school year. It is imperative that teachers receive proper Professional Development to ensure that the programs are used with the highest level of fidelity.

Maldonado, Melissa,
melissa.maldonado@osceolaschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

During the September 2023 meeting, Chestnut Elementary School will present the SIP and the UniSIG with all stakeholders to gather feedback. School will share flyers with students and post on school website and social media at least seven days prior to the meeting in English and Spanish to announce and invite stakeholders to participate and provide input. In addition, the school will provide translation services in Spanish, as well as the translation of other meeting documents like the agenda. The SIP and meeting documents will be disseminated in the school's website, social media, and a hardcopy will be available in the school's front office. The SIP's progress will be monitored during the December 2023 SAC meeting by sharing data to evaluate the progress of the plan and effectiveness of the activities and determine if an amendment is needed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Chestnut Elementary plans to create a positive culture with parents, families, and stakeholders by providing several meetings throughout the school year for families to be involved in the development of the school's Parent and Family Engagement (PFEP) plan, PFEP summary/brochure, school-parent compact, and use of PFEP funds for improved academic achievement. The PFEP will be made available in both English and Spanish at the school as well as on the website. Notifications will be disbursed from the school through automated/reminder calls, flyers, and invitations, School Advisory Committee (SAC) meetings, Parent-Teacher meetings, social media, and the website. Building Capacity events will be held throughout the year inviting families to participate in learning activities specific to academic goals.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Chestnut Elementary School will implement Kagan/AVID Collaborative learning strategies to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active students interactions to increase student achievement by ten percent as indicated by the FAST, decrease behavior incidents by ten percent, and decrease absenteeism by five percent.

Teachers will attend a three-day training in which they will learn to:

- effectively use data to group students and form collaboration teams
- how to use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, and peer collaboration
- integrate the collaborative structure into their lesson

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Chestnut Elementary School coordinates the development of the School Improvement Plan alongside several federal, state, and local services such as Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of the Multicultural Services; and Title IV, Part A for the implementation of student enrichment activities.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Chestnut Elementary School ensures that students' skills are improved outside the academic subject areas by providing several strategies such as the integration of a supplemental instructional STEM position to assist with high-needs intervention areas; the registration of teachers to attend Professional Development conferences; the employment of a tiered support system for students that is provided by targeted MTSS strategies and personnel; etc.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Chestnut Elementary School will have the opportunity to engage fifth-grade students in an enriching, supplemental STEM curriculum. This curriculum will provide an in-depth learning opportunity that will introduce students to the several postsecondary options available to them through the fields of science, technology, engineering, and mathematics.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Chestnut Elementary School will hire an MTSS coach to systematically monitor data, track students' progress and create and implement cohesive interventions to increase student achievement. As part of the tiered model of interventions, teachers will attend Kagan/AVID collaborative Learning Strategies training to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interaction to increase student achievement by ten percent as indicated by the FAST, decrease behavior incidents by ten percent, and decrease absenteeism by five percent.

Teachers will attend a three-day training in which they will learn to:

- effectively use data to group students and form collaboration teams
- how to use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, and peer collaboration
- integrate the collaborative structure into their lesson

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Chestnut Elementary School will implement Kagan/AVID Collaborative learning strategies to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active students interactions to increase student achievement by ten percent as indicated by the FAST, decrease behavior incidents by ten percent, and decrease absenteeism by five percent.

Teachers will attend a three-day training in which they will learn to:

- effectively use data to group students and form collaboration teams
- how to use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, and peer collaboration
- integrate the collaborative structure into their lesson

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Chestnut Elementary's VPK program utilizes best practices in preparing our students for kindergarten. The curriculum provided by the district ensures that students academic and social needs are met at all levels. The students that attend our VPK program also have the benefit of receiving a dual language instructional model. The Dual Language program are the first steps in developing a biliterate and bicultural student. Our VPK program most recently received recognition for receiving the highest score in the county on an overall assessment of our program's curriculum and classroom environment. With these pillars in place, Chestnut Elementary is truly preparing its students for kindergarten.