



School Improvement Plan

Chestnut Hill School

Midland Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Chestnut Hill Elementary, a 2015 Nationally Recognized Exemplary Blue Ribbon School, and is a K-5 public elementary school, serving over 450 students, and it is located in Midland, Michigan. The increase of a more socio-economically diverse population has affected many aspects of our local and school community. Chestnut Hill Elementary is proud to provide a solid education consisting of quality instruction, hands on learning experiences, and differentiation for all learners. Chestnut Hill Elementary is currently awaiting authorization to become an IB Primary Years Programme School.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure, and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are affective partners with families, businesses, and higher education, collaborating with diverse organizations.

Mission Statement For MPS

The mission of the Midland Public Schools, in partnership with our community, is to create a school system that best enables all students to become knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens. (August 2004)

Mission Statement for CHE

Chestnut Hill Elementary, in partnership with students, parents, and the community, shares the responsibility for maintaining a nurturing environment and developing challenging programmes in which students will become knowledgeable, cooperative and ethical citizens who take action in the global world.

Belief Statement

Every individual is unique and has worth and value.

- Self esteem is essential for the development of the total person.
- The student, family, school, and community are partners sharing the responsibility for learning.
- Continuous improvement requires risk-taking and change.
- The most effective decision-making is the result of cooperative efforts.
- A climate of trust and cooperation leads to effective communication.
- An organization can be structured so that all individuals can exceed expectations.
- The survival of the democratic society depends on an educated citizenry.
- Each individual has the ability and capability to continually learn and improve.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Chestnut Hill Elementary was recognized as a 2015 National Blue Ribbon School. In October 2013, Chestnut Hill Elementary was named a High Performing Rewards School for demonstrating high achievement on state assessments in all five core subjects, high improvement, and good work towards closing the achievement gap.

In the last three years, our school has made notable improvements in MEAP scores and DIBELS benchmark assessment scores. Currently, the areas in which we strive to improve are math and social studies.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In April 2014 Chestnut Hill Elementary submitted their application for candidacy of the Primary Years Programme (PYP). The Primary Years Programme will be used to integrate Common Core State Standards, engage students, and balance the four core areas of instruction. Primary Years Programme authorization should be completed within the year. In addition, we continue to work to increase the accessibility of technological devices in the hands of staff and students, with a focus on the importance of digital citizenship. Currently, all fifth grade students are assigned iPads, we have a mobile iPad cart, and two mobile computer labs.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Chestnut Hill Elementary School Improvement team is co-chaired by two teachers. The team is comprised of several teachers, three of whom are Chestnut Hill Elementary parents, one community member, one additional parent, and the building principal. Non-school team members are invited to the team by the principal. School members sign up to be a part of the team. Team members share the responsibility of the completion of the school improvement plan and the communication of the plan to the Chestnut Hill community. Meetings are held at various times and locations to accommodate team members.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The school improvement team at Chestnut Hill Elementary School has a community representative, a parent representative, an administrator, and several teachers on the team. Responsibilities are shared by all members.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is communicated to all stakeholders in a variety of media. It is presented at a Chestnut Hill Parent Teacher Organization (PTO) meeting, as well as at a building staff meeting. The report is emailed home to parents and is accessible on the school and district websites. Hard copies are available in the Chestnut Hill Elementary office.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

In looking at the three year trend in student enrollment data, student enrollment appears stable. No challenges have been identified.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

In looking at the three year trend in student attendance data, no challenges have been identified.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

In looking at three year trends, no challenges have been identified.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Although no challenges were identified, the staff at Chestnut Hill Elementary continuously strives to build positive connections with students, families, and the school community. Teachers continue to stand by their classroom doors as students begin and end their day to connect with all students. Teacher-family communication continues to build home-to-school connections.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The administrator has 26 years of experience in education. She has classroom experience and administrative experience that positively impact student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

After reviewing the number of years of teaching and administrative experience of the school, 84% of the teaching staff has ten or more years of teaching experience with the majority of the experience being at Chestnut Hill or within the Midland Public Schools District. There may be a direct correlation between years of teaching experience and student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

When reviewing the data, the administrator was absent due to family illness 2.6 days. There is no affect on student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teachers were absent due to professional learning and illness for a total of 319.56 days. 117.93 days of those were for professional learning opportunities. The remaining 201.63 were due to illness. Scores appear to remain stable.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The majority of the Chestnut Hill classroom teaching staff is female. Currently, the band teacher, social worker, and physical education teacher are male. An action that could be taken would be to place highly qualified male teachers in elementary classrooms, as positions become available.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The strengths include: reflection of instruction; shared understanding and data analysis and decision-making in regards to assessment; all areas of instructional leadership; collaborative teams/professional learning culture; communication, approaches, and tools/cultural responsiveness; engagement/community partnerships.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The strands that stand out as challenges include: Communication systems and intentional practices (district level); purposeful planning; collective responsibility; assessment system and student involvement in the process; alignment and coherence of the curriculum; effective instructional practices.

12. How might these challenges impact student achievement?

The Chestnut Hill staff continues to strive to improve instruction and will address all challenges impacting student achievement; focusing on building level improvements.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Chestnut Hill will continue to incorporate the International Baccalaureate Primary Years Programme, with hopes of being authorized this spring. The PYP encompasses current best practices for all students.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Individual plans for students with disabilities are evaluated yearly for effectiveness and appropriateness. Teachers regularly meet in grade level collaboratives with administration to ensure students receive necessary services.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Students who are excelling in math have the opportunity to be assessed for cross-grading classes. Teachers have been trained in
SY 2016-2017

differentiated instruction and provide daily extended learning opportunities to students. Engineering for Kids as well as First Lego League provide after school STEM opportunities for students who choose to participate.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Teachers identify students who may benefit from Extended Learning and inform parents of these opportunities. Classroom learning extensions are offered through common intervention times. The district assesses math achievement and cognitive skills to identify students eligible for cross-graded math. After school STEM opportunities are open to all students.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The Programme of Inquiry provides evidence of state content standards being implemented through transdisciplinary themes. Administrator observations and individual teacher lesson plans also provide this evidence.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Based on the 2014-15 M-STEP scores, reading is a strength for Chestnut Hill. 63% of students were at or above proficiency in the area of reading. 85% of second through fifth grade students met the benchmark for the spring DIBELS assessment.

19b. Reading- Challenges

Although no data is available to disseminate weaknesses, third grade scores reveal an achievement gap.

19c. Reading- Trends

Scores continue to be above state average with several being above the district average.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on SY 2016-2017

tiered instruction if appropriate.

Educators are attempting to close the achievement gap by continuing to implement a thirty minute intervention block, five days per week.

20a. Writing- Strengths

Current state assessment data does not provide specific writing strengths. However, district and classroom assessment show that student strengths are ideas and organization.

20b. Writing- Challenges

Current state assessment data does not provide specific writing challenges. However, district and classroom assessment show that student challenges include writing fluency.

20c. Writing- Trends

State writing scores were not provided, district and classroom scores remain stable.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

These challenges will continue to be addressed by the consistent use of 6+1 Traits of Writing, daily instruction, and daily time for writing.

21a. Math- Strengths

Current state assessment data does not disseminate specific math standards. However, 54% of students were proficient on the state assessment, surpassing state and some district scores.

21b. Math- Challenges

M-STEP scores indicate a gap in fourth grade math.

21c. Math- Trends

Trend data is not feasible to analyze at this point.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In order to address this gap, the following supports were implemented: thirty minute common intervention time, Fraction Friday and Geometry/Measurement Monday to provide weekly reinforcement of instruction.

22a. Science- Strengths

M-STEP data is not feasible to analyze at this point in time. Our proficiency percentage was well above the state and district average.

22b. Science- Challenges

M-STEP data is not feasible to analyze at this point in time.

22c. Science- Trends

Trend data is not feasible to analyze at this point in time.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers will continue to teach students how to reflect more about their learning. The Primary Years Programme transdisciplinary units will assist with the reflection. The science curriculum is controlled by the district, not at the building level. As standards are put in place, additional teacher training may be required.

23a. Social Studies- Strengths

M-STEP data is not available for analysis. Our proficiency percentage continues to be above the state average.

23b. Social Studies- Challenges

M-STEP data is not available for analysis.

23c. Social Studies- Trends

Trend lines from data show that social studies scores remain consistently higher than state averages.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In order to address our social studies challenges, specific social studies curriculum is being integrated into the six transdisciplinary units of inquiry for the PYP to develop a more thorough, and deeper understanding of the curriculum.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

The highest overall level of satisfaction among students was teacher and principal support of students. 95% of students surveyed believe the principal and teachers want every student to learn. 97% of students surveyed believe teachers want them to do their best work.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The area with the lowest level of satisfaction among students surveyed, at 48% was that teachers did not ask often enough what the students thought about school.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

To improve student satisfaction, we will continually ask students what they think about school and address their concerns and suggestions.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The parents who completed the survey showed the highest level of satisfaction in the area of instruction. Parents indicated that teachers use a variety of teaching strategies and learning activities and students are aware of the expectations for learning in all classes.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The area of overall lowest level of parental satisfaction among those surveyed is that our school provides excellent support services (e.g., counseling and/or career planning).

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The area of lowest satisfaction (providing excellent support services, e.g., counseling) is not within building control. The Chestnut Hill staff continues to provide some of the missing support pieces on an as-needed basis.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The area of highest satisfaction among teachers/staff surveyed is that our school's purpose statement is clearly focused on student success.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The area with the lowest overall level of satisfaction among teachers/staff is that our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

This area, our school provides high quality student support services (e.g., counseling) does not fall within building control. Teachers and staff continue to provide these missing services on an as-needed basis to support students.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The highest overall level of satisfaction among stakeholders/community was teachers using multiple learning strategies and students being aware of their expectations for learning.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The area of the lowest level of satisfaction among stakeholders/community was the lack of counseling and other support services.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

This area is not addressed at the building level. However, the teachers and staff continue to address concerns on an as-needed basis for students.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Feeling that the principal and teachers want students to learn; having a clearly focused purpose statement, and instruction are strengths for Chestnut Hill. Some of the challenges that Chestnut Hill faces are hard to control due to the fact that they are district regulated. However, teachers and staff will continue to implement best practices to close the achievement gap while maintaining high achievement scores.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Student achievement will improve due to the fact that teachers and staff will use strategies to individualize education for all students. The Chestnut Hill Staff will seek out ways to support students, as adequate support services are currently not in place.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The challenges will be addressed through the strategies listed in the prior sections.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	None	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Report will be published when data becomes available.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Brian Brutyn, Assistant Superintendent, 600 E. Carpenter, Midland, MI 48640 989-923-5018	

School Improvement Plan

Chestnut Hill School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

2016-2017 Revised

Overview

Plan Name

2016-2017 Revised

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be fluent writers and readers who will utilize decoding skills to enhance comprehension.	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$6500
2	All students will connect, compare, contrast, analyze, and integrate ideas and information within the science content area.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$800
3	All students will connect, compare, contrast, and integrate ideas and information within the social studies content area.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$800
4	All students will be proficient in all areas of mathematics.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$2400

Goal 1: All students will be fluent writers and readers who will utilize decoding skills to enhance comprehension.

Measurable Objective 1:

71% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading on district and state assessments and 64% of our students will demonstrate proficiency in writing on district and state assessments in English Language Arts by 06/05/2017 as measured by district and state assessments.

Strategy 1:

Decoding - During individual and small group instruction, teachers will use grade level appropriate strategies to introduce, review, and assess decoding skills.

Category:

Research Cited: Florida Center for Reading Research 2000; Implementing Response to Intervention: A Principal's Guide, S.L. Hall, 2008; Classroom Instruction that Works, Marzano 2001

Tier:

Activity - Grades 2-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use sequential needs-based activities with targeted students in small group instruction. Second to fourth grade teachers will use "Phonics for Reading," and fourth and fifth grade teachers will use REWARDS and Quick Reads. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/06/2016	06/05/2017	\$500	General Fund	Teachers grades 2-5

Activity - Grades K-1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use sequential needs-based activities with targeted students in small group instruction. Kindergarten teachers will use "Road to the Code," and first grade teachers will use "PALS, (Paths to Achieving Literacy Success)" to reinforce and increase decoding skills. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/06/2016	06/05/2017	\$300	General Fund	K-1 teachers

Strategy 2:

Reading Fluency - Teachers will use data collected from DIBELS assessments to determine students in need of additional fluency instruction/practice. Students will receive individual, small group, and whole group instruction and practice in oral reading fluency.

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Category:

Research Cited: Greenwood, Delquadri, and Hall, 1989; Rosenshine and Meister, 1994; Stevens, Madden, Slavin, and Famish, 1987; Florida Center for Reading Research, 2000

Tier:

Activity - 6 Minute Solution	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use 6 Minute Solution with individual students and/or whole class three-four times per week to increase students' oral reading fluency. Students will practice, assess, and document with a leveled-appropriate peer.	Academic Support Program			09/06/2016	06/05/2017	\$600	General Fund	Teachers in grades 2-5

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor targeted students every 1-2 weeks using DIBELS materials. Students will increase their oral reading fluency through weekly practice.	Academic Support Program			09/06/2016	06/05/2017	\$800	General Fund	Teachers in grades K-5

Strategy 3:

PYP Coordinator - PYP Coordinator will be used to assist teachers in reflecting on unit planners which will, in turn, help students be successful. PYP Coordinator will provide teachers with compare/contrast strategies.

Staff will access the PYP Coordinator for reflection of transdisciplinary units of inquiry. This will be done during professional development time and/or grade level collaborative time.

Category: English/Language Arts

Research Cited: Classroom Instruction that Works, Marzano 2004; Florida Center for Reading Research, 2000

Tier:

Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	General Fund	Teachers in grades K-5
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Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will meet to review data and student skills. The principal will provide instruction, as needed, in the areas of data review and classroom interventions/programs. Targeted students will utilize the interventions for increased progress across all content areas.	Professional Learning			09/06/2016	06/06/2017	\$1200	General Fund	Teachers grades K-5 Principal

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Days will be provided for teachers to collaborate and receive professional development in order to engage students in research/inquiry to investigate topics, analyze, and integrate information.	Professional Learning			09/06/2016	06/05/2017	\$2000	General Fund	K-5 teachers, PYP Coordinator

Strategy 4:

Problem Solving Model - Teachers will provide interventions and differentiated instruction for students at risk of not achieving in English Language Arts. Students will receive targeted interventions based on sequential needs to improve their reading and writing skills.

Category: English/Language Arts

Research Cited: The RTI Guide: Developing and Implementing a Model in Your Schools. J.E. McCook, Horsham, P.A., 2006; Instructional Consultation Teams, S.T.

Geravois and S. Rosenfield, New York: Guilford MiBLSi, 1996; Implementing Response to Intervention: A Principal's Guide, S.L. Hall, 2008

Tier:

Activity - Student Intervention Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Building Student Intervention Team will work collaboratively with teachers to identify, develop, and provide interventions and differentiated instruction to be used for students at risk of not achieving the core reading and writing content. Students will increase their reading and writing skills following needs-based interventions.	Academic Support Program, Teacher Collaboration			09/06/2016	06/05/2017	\$500	Title II Part A	All certified staff and Learning Coach
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Strategy 5:

Writing Fluency - Teachers will use 6+1 Trait Writing instruction to develop common vocabulary and assessment, across grade levels, within the writing process. Students will experience greater writing fluency through the use of consistent writing instruction.

Category: English/Language Arts

Research Cited: George Hillocks, 1987; Arter, Spandel, Culham, and Pollard, 1994; Northwest Regional Educational Laboratory; Coe, 1999

Tier:

Activity - 6+1 Traits Writing Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During professional development time, teachers will review the 6+1 Model and provide support based on teacher need. Teachers will provide instruction to all students using the 6+1 Traits of Writing model with Writer's Workshop. Students will improve their writing fluency through consistent instruction.	Other			09/06/2016	06/05/2017	\$0	No Funding Required	Teachers grades K-5

Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts. Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area. Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.	Professional Learning			09/06/2016	06/05/2017	\$300	General Fund	Teachers grades K-5

Goal 2: All students will connect, compare, contrast, analyze, and integrate ideas and information within the science content area.

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Measurable Objective 1:

45% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on district and state assessments in Science by 06/05/2017 as measured by district and/or state assessments..

Strategy 1:

Compare and Contrast - Compare and contrast strategies will be used within the science content area. Strategies will be shared during professional development time.

Students will use strategies to connect, compare, contrast, and integrate science ideas, leading to proficiency in this content area.

Category: Science

Research Cited: Classroom Instruction that Works, Marzano, 2004

Tier:

Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/05/2016	06/05/2017	\$300	General Fund	K-5 teachers

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme Units.</p>	Professional Learning			09/06/2016	06/05/2017	\$500	General Fund	K-5 teachers, PYP coordinator

Goal 3: All students will connect, compare, contrast, and integrate ideas and information within the social studies content area.

Measurable Objective 1:

51% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on state assessments in Social Studies by 06/05/2017 as measured by state assessments..

Strategy 1:

Analysis of Social Studies Content - Staff will use compare and contrast strategies within the social studies content area.

Students will use strategies to connect, compare, contrast, and integrate social studies ideas, leading to proficiency in this content area.

Category: Social Studies

Research Cited: Classroom Instruction that Works, Marzano 2004

Tier:

Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	General Fund	K-5 teachers

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected on within our Primary Years Programme Units.	Professional Learning			09/06/2016	06/05/2017	\$500	General Fund	K-5 teachers

Goal 4: All students will be proficient in all areas of mathematics.

Measurable Objective 1:

64% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on district and state assessments in Mathematics by 06/05/2017 as measured by district and state assessments..

Strategy 1:

Online Curricular Resource - During professional development, teachers will continue to be trained in the use of enVision math online resources, as needed. Teachers will consistently utilize the enVision items as part of their routine instruction. Students will enhance these skills through the enVision online resources/practice and apply their knowledge accurately and effectively to mathematical situations.

Category: Mathematics

Research Cited: Curriculum Focal Points, National Council of Teachers and Mathematics, 2006

Classroom Instruction that Works, Marzano, 2004

The Differentiated Math Classroom, Murray & Jorgensen, 2007

Tier:

Activity - Online Mathematics Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently use the appropriate enVision online lesson as part of their routine instruction in all mathematical areas.	Other			09/06/2016	06/05/2017	\$0	No Funding Required	K-5 teachers

Strategy 2:

Vocabulary - During professional development time, teachers will assemble vocabulary cards specific to their grade level. Teachers, kindergarten through fifth grade, will use consistent definitions for mathematical terms. Teachers and students will use the displayed word cards actively as reminders of mathematical terms.

Category: Mathematics

Research Cited: Curriculum Focal Points, National Council of Teachers of Mathematics, 2006

Classroom Instruction that Works, Marzano, 2001

The Differentiated Math Classroom, Murray & Jorgensen, 2007

Tier:

Activity - Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will display the vocabulary cards and/or illustrations in their classroom on a word wall. Students will actively use the word wall as a visual reminder of mathematical terms and concepts related to all mathematical concepts, with an emphasis on fractions.	Other			09/06/2016	06/05/2017	\$400	General Fund	K-5 teachers
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Strategy 3:

Weekly Concept Focus - Teachers will focus on assisting students in the construction of arguments to support reasoning and to critique the reasoning of others. Students will analyze complex, real-world scenarios and construct and use real world models.

Category: Mathematics

Research Cited: Classroom Instruction that Works, Marzano, 2004

The Differentiated Math Classroom, Murray & Jorgensen, 2007

Curriculum Focal Points, National Council of Teachers of Mathematics, 2004

Tier:

Activity - Math Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure that every concept/topic will include opportunities for students to construct arguments to support their reasoning. Due to the consistent nature of this instruction, students will gain a better understanding of this mathematical reasoning which will assist in proficiency on the district and state assessments.	Other			09/06/2016	06/05/2017	\$0	No Funding Required	K-5 teachers

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme.	Professional Learning			09/06/2016	06/05/2017	\$2000	General Fund	K-5 teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Intervention Team	The Building Student Intervention Team will work collaboratively with teachers to identify, develop, and provide interventions and differentiated instruction to be used for students at risk of not achieving the core reading and writing content. Students will increase their reading and writing skills following needs-based interventions.	Academic Support Program, Teacher Collaboration			09/06/2016	06/05/2017	\$500	All certified staff and Learning Coach

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	K-5 teachers
6 Minute Solution	Teachers will use 6 Minute Solution with individual students and/or whole class three-four times per week to increase students' oral reading fluency. Students will practice, assess, and document with a leveled-appropriate peer.	Academic Support Program			09/06/2016	06/05/2017	\$600	Teachers in grades 2-5

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PYP	Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme.	Professional Learning			09/06/2016	06/05/2017	\$2000	K-5 teachers
PYP	Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme Units.	Professional Learning			09/06/2016	06/05/2017	\$500	K-5 teachers, PYP coordinator
Word Walls	Teachers will display the vocabulary cards and/or illustrations in their classroom on a word wall. Students will actively use the word wall as a visual reminder of mathematical terms and concepts related to all mathematical concepts, with an emphasis on fractions.	Other			09/06/2016	06/05/2017	\$400	K-5 teachers
Grades K-1	Teachers will use sequential needs-based activities with targeted students in small group instruction. Kindergarten teachers will use "Road to the Code," and first grade teachers will use "PALS, (Paths to Achieving Literacy Success)" to reinforce and increase decoding skills. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/06/2016	06/05/2017	\$300	K-1 teachers
Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	Teachers in grades K-5
Grades 2-5	Teachers will use sequential needs-based activities with targeted students in small group instruction. Second to fourth grade teachers will use "Phonics for Reading," and fourth and fifth grade teachers will use REWARDS and Quick Reads. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/06/2016	06/05/2017	\$500	Teachers grades 2-5

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Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/06/2016	06/05/2017	\$300	Teachers grades K-5
Progress Monitoring	<p>Teachers will progress monitor targeted students every 1-2 weeks using DIBELS materials. Students will increase their oral reading fluency through weekly practice.</p>	Academic Support Program			09/06/2016	06/05/2017	\$800	Teachers in grades K-5
PYP	<p>Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected on within our Primary Years Programme Units.</p>	Professional Learning			09/06/2016	06/05/2017	\$500	K-5 teachers
Data Review	<p>The teachers will meet to review data and student skills. The principal will provide instruction, as needed, in the areas of data review and classroom interventions/programs. Targeted students will utilize the interventions for increased progress across all content areas.</p>	Professional Learning			09/06/2016	06/06/2017	\$1200	Teachers grades K-5 Principal
Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/05/2016	06/05/2017	\$300	K-5 teachers

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PYP	Days will be provided for teachers to collaborate and receive professional development in order to engage students in research/inquiry to investigate topics, analyze, and integrate information.	Professional Learning			09/06/2016	06/05/2017	\$2000	K-5 teachers, PYP Coordinator
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6+1 Traits Writing Model	During professional development time, teachers will review the 6+1 Model and provide support based on teacher need. Teachers will provide instruction to all students using the 6+1 Traits of Writing model with Writer's Workshop. Students will improve their writing fluency through consistent instruction.	Other			09/06/2016	06/05/2017	\$0	Teachers grades K-5
Online Mathematics Resources	Teachers will consistently use the appropriate enVision online lesson as part of their routine instruction in all mathematical areas.	Other			09/06/2016	06/05/2017	\$0	K-5 teachers
Math Reasoning	Teachers will ensure that every concept/topic will include opportunities for students to construct arguments to support their reasoning. Due to the consistent nature of this instruction, students will gain a better understanding of this mathematical reasoning which will assist in proficiency on the district and state assessments.	Other			09/06/2016	06/05/2017	\$0	K-5 teachers