Chisholm Elementary School

2015-16 School Improvement Plan

Chisholm Elementary School

557 RONNOC LN, New Smyrna Beach, FL 32168

http://myvolusiaschools.org/school/chisholm/pages/default.aspx

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	33%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	C	C	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Chisholm Elementary School, where we learn, grow and succeed. (2015-2016)

Provide the school's vision statement

Chisholm Elementary School is committed to ensuring the appropriate and engaging learning environment for all students that is inclusive of parental, family and community involvement. (2015-2016)

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school counselor has developed programs, including class lessons, focused on the academic, social and behavioral development of students. The school counselor shares special area time with the media specialist to ensure that all students participate in the programs. Individual student needs are addressed as appropriate. The school-wide character education program for the 2015-2016 school year is based on the Jon Gordon book, "The Energy Bus". This program addresses student responsibility for learning and behavior, including getting along with others and doing your best. Instruction in the Florida Standards addresses the contributions of various cultures and is in support of the celebrations of various cultures, ethnic groups and genders.

Describe how the school creates an environment where students feel safe and respected before, during and after school

In the area of character education, Chisholm is introducing the Jon Gordon book, "The Energy Bus". The school counselor will implement the program with the support of administration, including teachers, staff and students. Included in this program is supplemental support to the district's anti-bullying initiative.
Chisholm will be using climate survey data in addition to a newly developed Student Voice initiative to ensure the school is listening to and responding appropriately to students.
The School Leadership team provides policies and procedures intended to promote safety and security in our school. Arrival and dismissal procedures at the school are in place with many adults for the supervision of students as they move about our school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The basis for the school-wide behavioral system begins with the District Student Code of Conduct and the CES Faculty and Staff Handbook. Aligned with the four levels of offenses, teachers are expected to address level one offenses within their classes and/or with the direct assistance of colleagues and/or parents/families. Level two-four offenses are directed to the assistant principal through the use of the discipline referral process. The school has developed a list of consequence options for each offense level. Parents are contacted regarding each offense with a conference being required at the second offense that resulted in a referral.

The importance of structure, routines and procedures is recognized and the school will be implementing select KAGAN strategies school-wide. Grade level PLCs will determine the behavior management system for their grade level, including response to level one offenses. Administration will copy teachers on the consequences assigned to any discipline referrals.

Through the PST process and the EWS (Early Warning System) CES is able to collect data, analyze it and implement various behavior strategies that aid students and assist teachers in the development of appropriate behaviors and skills. The PST process is led by the Academic Coach. The EWS report is monitored by the principal in collaboration with the Academic Coach.

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To support positive academic and behavioral practices, CES has developed the Wildcats of the Week program. The program recognizes students weekly with the awarding of Wildcat t-shirts. Quarterly enrichment assemblies are provided to those students.

Training on the above items are provided within the first week of pre-planning with follow-up provided within the quarterly data analysis process which occurs during specifically identified PLCs.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

In the area of character education, Chisholm is introducing the Jon Gordon book, "The Energy Bus". The school counselor will implement the program with the support of administration, including teachers, staff and students. Including in this program is supplemental support to the district's anti-bullying initiative. in addition to this school-wide program, the school counselor and supporting district student services staff collaborate to ensure individual student needs are identified, addressed and monitored. In cooperation with the District VIP office, CES will be implementing a mentoring program servicing identified students from the EWS report and other data.

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from the targeted interventions to address specific behavior and social- emotional areas.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

CES accesses the early warning system (EWS) report each Friday afternoon, which is based on the following criteria and is available to all schools within the district.
- overage for grade
- 2 or more referrals
- unweighted GPA (below 2.0)
- attendance below 90%
- 1 or more suspensions for school year
- FCAT Math or Reading at level 1 from prior year
Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.
Additionally, students tardy to school are added to the report at the school level.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System report is used to identify individual students in need of immediate and extensive intervention. When the EWS report reveals a school-wide trend, the school response is elevated and become the focus of school wide-intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based interventions are developed to address the areas of concern for our students.

Our school has a STAR Tutoring program (Title I) which is after school and is in place to help these students. This group of adults work to help not only increase student achievement but also build positive relationships with our students .

For our students exhibiting difficulties beyond larger systemic issues being addressed by the school through EWS, the students is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored for the student, to met with the teachers, school psychologist, and other members of the team.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/187910.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by sponsoring events and partnerships. Events include -

Meet the New Principal
Meet the Teachers
Open House
Grandparents Day
Founders Day - Chisholm High School Alumni Association
Veterans Day Concert
Winter and Spring Concerts
Community Service Programs - SE Volusia Humane Society
Wildcat Fun Run
Community Sponsored Events - Parades, Family Days
VCS Sponsored Events - NSBH and NSBM Shows
Volusia Public Library Programs - A Card for Every Student
Mentoring Program
After-School Clubs, extra and co-curricular
Family Nights - Technology, Math, Science
Various business partners and community organizations provide incentives for students for academic achievement and behavioral improvement. The CES PTA operates the Wildcat Store for student to redeem Wildcat Bucks.
CES has rejoined the SE Volusia Chamber of Commerce. The principal will be joining Rotary and the assistant principal will be joining Kiwanis.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Beattie, Karen	Principal
Stevens, Kimberly	Assistant Principal
Norman, Johna	Instructional Coach
Grant, Jennifer	Teacher, K-12
Griffin, Marla	Guidance Counselor
Johnson, Patricia	Teacher, K-12
Miller, Madison	Teacher, K-12
Reheiser, Julie	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically

with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.
****Title i, Part A
Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.
Programs supported by Title I at Chisholm Elementary include:
• Intervention teachers to work with non-ESE students
• Supplemental Tutoring before or after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing professional learning as determined by the results of FSA/ FCATdata
• Academic Family Nights to teach literacy, math and science skills to parents so they can help their children, plus a Grandparents Support Group to assist extended families
****Title II
The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.
****Title III
The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.
****Title X- Homeless
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.
****Supplemental Academic Instruction (SAI)
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.
****Violence Prevention Programs
The school offers the following non-violence and anti-drug programs: (Add/Delete from suggested list below – must be specific to your school)
• Mentoring Program
• Crisis Training Program

• Suicide Prevention Program
• Bullying Program
****Nutrition Programs
Chisholm Elementary offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Personal Fitness classes
• Running Club
****Head Start
The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.
****Job Training
Chisholm Elementary offers students' career awareness opportunities through Jr. Achievement programs, guest speakers from business and industry, and field trips to business and industry locations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kimberly Burcham-Stevens	Education Support Employee
Tahna Cubbedge	Parent
Aaron Dill	Business/Community
Susan Harding	Parent
Susan Marteeny	Parent
Karen L. Beattie	Principal
Anita Surrency	Education Support Employee
Jason McGuirk	Parent
Josh Leclair	Parent
Sam Green	Parent
Ashley Daughtry	Teacher
Connie Walter	Business/Community
Erica Blanken	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In order to begin to evaluate the effectiveness of last year's plan, our School Leadership Team met to engage in Step Zero and School Improvement analysis. Our school leadership team then shared the results with the faculty, as well as with the SAC committee.Our community had the opportunity to review the SIP plan and offer input which was also done this year. The plan was implemented with fidelity and teachers witnessed a growth in the writing skills of their students. With the focus on math in this year's plan we will continue to use writing in mathematics so the plans become intertwined.

Development of this school improvement plan

In order to begin to develop this year's SIP, the School Leadership Team evaluated the effectiveness of last year's plan. Our school leadership team shared the results with the faculty, as well as with the SAC committee during faculty and SAC meetings while receiving input on the drafted goal and strategies. The SAC is provided progress monitoring information monthly and provides on-going input towards the school improvement plan and the reviewing school data that drives the targets of the current years school improvement plan.

Preparation of the school's annual budget and plan

The district provides the amount of funds available to the SAC committee. Any and all expenditures directly connect to specific action steps in the SIP. Each expenditure is approved by the SAC at the monthly meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

$553.00 Teacher attendance at Educational Conferences
$1703.62 Instructional Materials
$1500.00 Field Study Buses to St. Augustine

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Beattie, Karen	Principal
Stevens, Kimberly	Assistant Principal
Hayward, Doris	Instructional Media
Hemings, Susan	Teacher, K-12
Norman, Johna	Teacher, K-12
Grant, Jennifer	Teacher, K-12
Johnson, Patricia	Teacher, K-12
Miller, Madison	Teacher, K-12
Reheiser, Julie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Chisholm LLT will work to support all district initiatives for literacy, learning and on-going implementation of school wide goals:
* Spelling Bee
* Young Authors
* Dramatic Productions
* Literacy Week
* Instructional Technology - BYOT
Our LLT works with teachers to help them develop strategies when teachers are unable to answer "What we will we do when they do not get it?" and "How will we respond when they already get it?" The school-based LLT identifies school based resources to determine the continuum of literacy support available to students within our school.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Classrooms have been grouped by grade level with common planning times provided by grade level for the purpose of establishing both informal and formal collaboration opportunities. Additionally, once a week there is a one-hour after school PLC meeting and once a week pre-PLC planning meeting during the common planning time. The academic coach and two intervention teachers collaborate with the teachers to ensure appropriate interventions are taking place based on diagnostic data and students are referred into the PST process as needed.
The school's positive behavioral plan addresses adult and student actions and is based on the work of Jon Gordon, specifically "The Energy Bus" and "One Word". His work focuses on positive actions and interactions to developed effective collaborative relationships that are goal oriented.
The use of academic coaches to assist with teachers collaborations and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews and Learning Walks provide leadership with data to identify areas in which additional followup up coaching is needed. Administrators and coaches meet weekly to review the progress of academic and behavioral objectives. The process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits from peers. The coaches and intervention teachers work side by side with teachers to enhance instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Administration participates in the VCS Annual Job Fairs and recruitment activities.
2. The school recruits potential teacher candidates through its partnerships with university and college intern programs.
3. Teacher leaders are identified to participate in various leadership roles on campus and in the district, including ECET2, School Leadership Team, and Curriculum Cadre.
4. All first and second year teachers participate in E3, district's new teacher program, in addition to belonging to the school's new teacher mentoring program led by the principal.
5. Teachers are provided opportunities to develop professionally by attending both school and district provided professional learning sessions. Teachers are identified to develop sessions for their peers based on their expertise in order to encourage collegial collaboration.
6. Administration proactively develops and implements activities to recognize and validate effective teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

E3, Volusia's new teacher induction program, is designed to support all new teachers to our district..E³ is a two year program for the novice teacher. A one year program for the experienced teacher new to Volusia County Schools, and a one year program for the experienced teachers returning to Volusia County Schools with two or more years break in service.Our goals are to build a strong instructional foundation that will positively impact students, and to empower and grow powerful new teachers in Volusia County.

All new/beginning teachers are paired with a district PAR (Peer Assistance and Review) teacher for formal mentoring/coaching support. In addition school based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC. The principal conducts a support group for new hires to the school that meets monthly with topics determined by the group's membership.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At the elementary level the district leads teachers in the creation of curriculum maps and resources for all grade levels and content areas. These maps and resource guides are all aligned to the current state standards. PLC's Lesson Study and coaching help ensure that instruction is aligned to the Florida Standards, well-paced, engaging and rigorous. The school has identified four teachers to serve as curriculum cadre members doing the work of liaisons between district curriculum specialists and the teachers.

Additionally, the school's Academic Coach works with all teachers to assist in the implementation of the core instructional program and materials which the district has aligned to Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The common planning allows teachers to participate in PLC's to review formative and summative assessment data. This allows for the adjustment of instruction within the PLC. This data once gathered helps to target instruction during an intervention period. Teachers alongside academic coaches create targeted instruction lessons during the PLC time. When necessary PLC's make recommendations for students to be reviewed and assisted by the school's EWS (Early Warning System) or PST.

The use of administrative Learning Walks, teacher Instructional Reviews and the school's academic coach to assist with teachers professional developments plays a significant part in designing instruction to meet the needs of our students. Instructional Reviews and Learning Walks provide leadership with data to identify areas in which additional follow up coaching and/or additional professional learning is needed. This process also provides opportunities to identify exemplary teachers for the purpose of videotaping or allowing class visits. Instructional coaches work side by side with teachers to enhance instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,160

STAR tutoring helps students struggling in core academic subjects. they will attend 2 times a week for 1 hour per session to get improvement in Math and Language Arts. Instruction will integrate subject areas with provided resources and materials.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediations on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hemings, Susan, smheming@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data is used to determine the success of individual students as well as the effectiveness of the strategy as a whole.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Strategy: After School Program

Minutes added to school year: 0

Professional Development meetings are for the purpose of improving instruction and development of teacher skills to engage students.

Strategy Rationale

Professional Development encourage teachers to engage in data analysis and problem solving for the purpose of meeting student academic needs as a team.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data is used to determine that success of individual students as well as the effectiveness of the strategy as a whole.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

  •

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The school has experienced an overall downward trend in state assessments before 2015, except in lower quartile math learning gains. However, on the district formative assessments, the school is ranked 13th out of 47 schools in student achievement.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The School Leadership Team attributes this performance to the unstable conditions of both curriculum maps and materials for several years due to the advent of Common Core and the changes that followed. Last year, the team described the school as being more comfortable with the specific targets of the district formative assessments and believe the specificity of the maps contributed to an increase in effective teaching.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If all teachers implement engaging instruction based on the Florida Standards, then academic achievement will increase for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If all teachers implement engaging instruction based on the Florida Standards, then academic achievement will increase for all students. [1a]

🔑 G069075

Targets Supported [1b]

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
FSA Mathematics - Achievement	50.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal [2]

- 1- Academic Coaches
- 2 - School-wide professional learning in Gradual Release Model and Differentiated Instruction
- 3- Majority of faculty have many years of experience in their field and at the school
- 4 - District support to assist with increasing understanding and expertise of teachers
- 5 - Collaborative faculty
- 6 - Established Community stakeholders

Targeted Barriers to Achieving the Goal [3]

- Revised curriculum maps and the lacking of appropriate professional learning opportunities to increase teacher understanding and expertise of the standards and materials.
- Lack of professional learning opportunities in student engagement strategies

Plan to Monitor Progress Toward G1. [8]

VLT, VMT, VST and VSET Data

Person Responsible
Johna Norman

Schedule
Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion
VLT, VMT, VST and VSET data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. If all teachers implement engaging instruction based on the Florida Standards, then academic achievement will increase for all students. 1

🔍 G069075

G1.B1 Revised curriculum maps and the lacking of appropriate professional learning opportunities to increase teacher understanding and expertise of the standards and materials. 2

🔍 B179498

G1.B1.S1 Utilize district support personnel and school coaches to provide professional learning opportunities to teachers, including curriculum maps and modules, model lessons, appropriate feedback, and response to data. 4

🔍 S190822

Strategy Rationale

Action Step 1 5

Math Specialist, Shelly Osterman, will meet throughout the year with teachers to clarify maps and assessments, provide support in creating lessons that align with specifically with the grade level learning targets, and work with individual teachers as needed.

Person Responsible

Johna Norman

Schedule

Quarterly, from 8/20/2014 to 6/7/2016

Evidence of Completion

Record of meetings, progress monitoring on student assessments, and data collection from walk-throughs

Action Step 2 `5`

Professional learning on Ready Write, Support from academic coaches, curriculum cadre and district support personnel

Person Responsible

Karen Beattie

Schedule

Quarterly, from 8/20/2014 to 6/7/2016

Evidence of Completion

Record of meetings, progress monitoring on student assessments, and data collection from walk-throughs

Action Step 3 `5`

Extensive professional learning in specific academic programs and resources, such as AIMS, Waterford, Lakeshore Math, CPalms and other resources identified within the curriculum maps for select teachers

Person Responsible

Johna Norman

Schedule

Quarterly, from 8/19/2015 to 6/7/2016

Evidence of Completion

Record of meetings, progress monitoring on student assessments, and data collection from walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Calendar of Professional Learning

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Calendar of Professional Learning

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Student Achievement Data and VSET Data

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/22/2015 to 5/27/2016

Evidence of Completion

VLT, VMT, VST, FSA and VSET Data

G1.B1.S2 ERPD days will focus on the strategies identified in the SIP and in the Faculty Needs Assessment. `4`

Strategy Rationale

🔍 S190823

Action Step 1 `5`

School to conduct a Faculty PL Needs Assessment designed by the School Leadership Team

Person Responsible

Karen Beattie

Schedule

On 9/2/2015

Evidence of Completion

Survey analysis

Action Step 2 `5`

SLT will determine, design, implement and evaluate the PL offered during ERPD sessions

Person Responsible

Karen Beattie

Schedule

Biweekly, from 9/22/2015 to 3/1/2016

Evidence of Completion

MyPGS reports, survey, walk-through data, reflections

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

ERPL Calendar

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/22/2015 to 5/27/2016

Evidence of Completion

ERPL Calendar

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Student Achievement Data and VSET data

Person Responsible

Karen Beattie

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

VLT, VMT, VST, FSA and VSET

G1.B1.S3 Teachers will be provided opportunities to attend professional learning off-site as identified in the SIP and Faculty Needs Assessment. `4`

🔍 S190824

Strategy Rationale

Action Step 1 `5`

Conduct Faculty PL Needs Assessment, which includes question about "other PL needs"

Person Responsible

Karen Beattie

Schedule

On 9/2/2015

Evidence of Completion

Results of survey

Action Step 2 `5`

Solicit teachers to participate in select district level professional learning sessions

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/2/2015 to 5/27/2016

Evidence of Completion

MyPGS reports

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Survey completed

Person Responsible

Karen Beattie

Schedule

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

ERPL sessions aligned to Faculty PL Needs Assessment

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/22/2015 to 5/27/2016

Evidence of Completion

Alignment

G1.B1.S4 Teachers will receive daily common planning times (40 minutes), bi-monthly PLC one hour meetings after school and quarterly date/planning days. 4

Strategy Rationale

🔑 S190825

Action Step 1 5

Master Schedule for 40 minutes of common planning

Person Responsible

Kimberly Stevens

Schedule

On 8/18/2015

Evidence of Completion

Master Schedule

Action Step 2 5

PLC Calendar

Person Responsible

Karen Beattie

Schedule

On 8/18/2015

Evidence of Completion

PLC Calendar

Action Step 3 5

Quarterly Data/Planning Days

Person Responsible

Johna Norman

Schedule

Quarterly, from 9/22/2015 to 5/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Monitor following of Master Schedule and PL Calendar

Person Responsible

Kimberly Stevens

Schedule

Monthly, from 9/2/2015 to 5/27/2016

Evidence of Completion

Schedule and Calendar with any revisions

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

VST, VMT., VLT and VSET data

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/22/2015 to 5/27/2016

Evidence of Completion

VST, VMT. VLT, FSA and VSET data

G1.B2 Lack of professional learning opportunities in student engagement strategies 2

🔧 B179499

G1.B2.S1 Utilize district support personnel and school coaches to provide professional learning opportunities to teachers, including curriculum map and modules, model lessons, appropriate feedback and response data. 4

🔧 S190826

Strategy Rationale

Action Step 1 5

Schedule district support personnel as needed, determined by Faculty PL Needs Assessment and Administrator Walk-throughs

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

MyPGS reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Professional Learning Calendar

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/22/2015 to 5/27/2016

Evidence of Completion

Professional Learning Calendar

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Student Achievement data and VSET

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/22/2015 to 5/27/2016

Evidence of Completion

VLT, VMT, VST, FSA and VSET

G1.B2.S2 Teachers will receive professional learning on high effect size strategies and feedback practices as defined by the Visible Learning research `4`

`🔑 S190827`

Strategy Rationale

Action Step 1 `5`

Visible Learning Foundation Day

Person Responsible

Karen Beattie

Schedule

On 9/21/2015

Evidence of Completion

Walk-throughs, Learning Walks and observations

Action Step 2 `5`

Follow-up and support on Visible Learning Foundation PL

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

MyPGS reports, PLC minutes, ERPL

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Visible Learning Agenda and Attendance

Person Responsible

Johna Norman

Schedule

Biweekly, from 9/22/2015 to 5/27/2016

Evidence of Completion

MyPGS reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Student Achievement and VSET data

Person Responsible

Rekia Beverly

Schedule

Monthly, from 9/22/2015 to 5/27/2016

Evidence of Completion

VST, VLT, VMT, VSA and VSET

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Math Specialist, Shelly Osterman, will meet throughout the year with teachers to clarify maps and assessments, provide support in creating lessons that align with specifically with the grade level learning targets, and work with individual teachers as needed.	Norman, Johna	8/20/2014	Record of meetings, progress monitoring on student assessments, and data collection from walk-throughs	6/7/2016 quarterly
G1.B1.S2.A1	School to conduct a Faculty PL Needs Assessment designed by the School Leadership Team	Beattie, Karen	9/2/2015	Survey analysis	9/2/2015 one-time
G1.B1.S3.A1	Conduct Faculty PL Needs Assessment, which includes question about "other PL needs"	Beattie, Karen	9/2/2015	Results of survey	9/2/2015 one-time
G1.B1.S4.A1	Master Schedule for 40 minutes of common planning	Stevens, Kimberly	8/18/2015	Master Schedule	8/18/2015 one-time
G1.B2.S1.A1	Schedule district support personnel as needed, determined by Faculty PL	Beattie, Karen	9/1/2015	MyPGS reports	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Needs Assessment and Administrator Walk-throughs				
G1.B2.S2.A1	Visible Learning Foundation Day	Beattie, Karen	9/21/2015	Walk-throughs, Learning Walks and observations	9/21/2015 one-time
G1.B1.S1.A2	Professional learning on Ready Write, Support from academic coaches, curriculum cadre and district support personnel	Beattie, Karen	8/20/2014	Record of meetings, progress monitoring on student assessments, and data collection from walk-throughs	6/7/2016 quarterly
G1.B1.S2.A2	SLT will determine, design, implement and evaluate the PL offered during ERPD sessions	Beattie, Karen	9/22/2015	MyPGS reports, survey, walk-through data, reflections	3/1/2016 biweekly
G1.B1.S3.A2	Solicit teachers to participate in select district level professional learning sessions	Beattie, Karen	9/2/2015	MyPGS reports	5/27/2016 monthly
G1.B1.S4.A2	PLC Calendar	Beattie, Karen	8/18/2015	PLC Calendar	8/18/2015 one-time
G1.B2.S2.A2	Follow-up and support on Visible Learning Foundation PL	Beattie, Karen	9/21/2015	MyPGS reports, PLC minutes, ERPL	5/27/2016 monthly
G1.B1.S1.A3	Extensive professional learning in specific academic programs and resources, such as AIMS, Waterford, Lakeshore Math, CPalms and other resources identified within the curriculum maps for select teachers	Norman, Johna	8/19/2015	Record of meetings, progress monitoring on student assessments, and data collection from walk-throughs	6/7/2016 quarterly
G1.B1.S4.A3	Quarterly Data/Planning Days	Norman, Johna	9/22/2015		5/2/2016 quarterly
G1.MA1	VLT, VMT, VST and VSET Data	Norman, Johna	8/18/2014	VLT, VMT, VST and VSET data	6/2/2015 monthly
G1.B1.S1.MA1	Student Achievement Data and VSET Data	Beattie, Karen	9/22/2015	VLT, VMT, VST, FSA and VSET Data	5/27/2016 monthly
G1.B1.S1.MA1	Calendar of Professional Learning	Beattie, Karen	9/14/2015	Calendar of Professional Learning	5/27/2016 monthly
G1.B2.S1.MA1	Student Achievement data and VSET	Beattie, Karen	9/22/2015	VLT, VMT, VST, FSA and VSET	5/27/2016 monthly
G1.B2.S1.MA1	Professional Learning Calendar	Beattie, Karen	9/22/2015	Professional Learning Calendar	5/27/2016 monthly
G1.B1.S2.MA1	Student Achievement Data and VSET data	Beattie, Karen	10/1/2015	VLT, VMT, VST, FSA and VSET	5/27/2016 monthly
G1.B1.S2.MA1	ERPL Calendar	Beattie, Karen	9/22/2015	ERPL Calendar	5/27/2016 monthly
G1.B2.S2.MA1	Student Achievement and VSET data	Beverly, Rekia	9/22/2015	VST, VLT, VMT, VSA and VSET	5/27/2016 monthly
G1.B2.S2.MA1	Visible Learning Agenda and Attendance	Norman, Johna	9/22/2015	MyPGS reports	5/27/2016 biweekly
G1.B1.S3.MA1	ERPL sessions aligned to Faculty PL Needs Assessment	Beattie, Karen	9/22/2015	Alignment	5/27/2016 monthly
G1.B1.S3.MA1	Survey completed	Beattie, Karen	9/2/2015	Survey results	one-time
G1.B1.S4.MA1	VST, VMT., VLT and VSET data	Beattie, Karen	9/22/2015	VST, VMT. VLT, FSA and VSET data	5/27/2016 monthly
G1.B1.S4.MA1	Monitor following of Master Schedule and PL Calendar	Stevens, Kimberly	9/2/2015	Schedule and Calendar with any revisions	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all teachers implement engaging instruction based on the Florida Standards, then academic achievement will increase for all students.

G1.B1 Revised curriculum maps and the lacking of appropriate professional learning opportunities to increase teacher understanding and expertise of the standards and materials.

G1.B1.S1 Utilize district support personnel and school coaches to provide professional learning opportunities to teachers, including curriculum maps and modules, model lessons, appropriate feedback, and response to data.

PD Opportunity 1

Math Specialist, Shelly Osterman, will meet throughout the year with teachers to clarify maps and assessments, provide support in creating lessons that align with specifically with the grade level learning targets, and work with individual teachers as needed.

Facilitator

Norman, Johna

Participants

All teachers at Chisholm Elementary

Schedule

Quarterly, from 8/20/2014 to 6/7/2016

PD Opportunity 2

Professional learning on Ready Write, Support from academic coaches, curriculum cadre and district support personnel

Facilitator

Ashley Daughtry and Jennifer Grant

Participants

All teachers at Chisholm Elementary

Schedule

Quarterly, from 8/20/2014 to 6/7/2016

PD Opportunity 3

Extensive professional learning in specific academic programs and resources, such as AIMS, Waterford, Lakeshore Math, CPalms and other resources identified within the curriculum maps for select teachers

Facilitator

Johna Norman

Participants

Select teachers, specifically new hires and K-2

Schedule

Quarterly, from 8/19/2015 to 6/7/2016

G1.B1.S2 ERPD days will focus on the strategies identified in the SIP and in the Faculty Needs Assessment.

PD Opportunity 1

SLT will determine, design, implement and evaluate the PL offered during ERPD sessions

Facilitator

SLT members

Participants

K-5 teachers and administrators

Schedule

Biweekly, from 9/22/2015 to 3/1/2016

G1.B1.S3 Teachers will be provided opportunities to attend professional learning off-site as identified in the SIP and Faculty Needs Assessment.

PD Opportunity 1

Solicit teachers to participate in select district level professional learning sessions

Facilitator

Individual teachers

Participants

Individual teachers

Schedule

Monthly, from 9/2/2015 to 5/27/2016

G1.B1.S4 Teachers will receive daily common planning times (40 minutes), bi-monthly PLC one hour meetings after school and quarterly date/planning days.

PD Opportunity 1

Quarterly Data/Planning Days

Facilitator

Johna Norman

Participants

K-5 All teachers

Schedule

Quarterly, from 9/22/2015 to 5/2/2016

G1.B2 Lack of professional learning opportunities in student engagement strategies

G1.B2.S1 Utilize district support personnel and school coaches to provide professional learning opportunities to teachers, including curriculum map and modules, model lessons, appropriate feedback and response data.

PD Opportunity 1

Schedule district support personnel as needed, determined by Faculty PL Needs Assessment and Administrator Walk-throughs

Facilitator

TBD

Participants

Select teachers

Schedule

Monthly, from 9/1/2015 to 5/27/2016

G1.B2.S2 Teachers will receive professional learning on high effect size strategies and feedback practices as defined by the Visible Learning research

PD Opportunity 1

Visible Learning Foundation Day

Facilitator

Dr. Julie Smith

Participants

K-5 teachers and administrators

Schedule

On 9/21/2015

PD Opportunity 2

Follow-up and support on Visible Learning Foundation PL

Facilitator

Beattie, Karen

Participants

K-5 teachers and administrators

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Math Specialist, Shelly Osterman, will meet throughout the year with teachers to clarify maps and assessments, provide support in creating lessons that align with specifically with the grade level learning targets, and work with individual teachers as needed.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$0.00
2	G1.B1.S1.A2	Professional learning on Ready Write, Support from academic coaches, curriculum cadre and district support personnel				$0.00
3	G1.B1.S1.A3	Extensive professional learning in specific academic programs and resources, such as AIMS, Waterford, Lakeshore Math, CPalms and other resources identified within the curriculum maps for select teachers				$0.00
4	G1.B1.S2.A1	School to conduct a Faculty PL Needs Assessment designed by the School Leadership Team				$0.00
5	G1.B1.S2.A2	SLT will determine, design, implement and evaluate the PL offered during ERPD sessions				$0.00
6	G1.B1.S3.A1	Conduct Faculty PL Needs Assessment, which includes question about "other PL needs"				$0.00
7	G1.B1.S3.A2	Solicit teachers to participate in select district level professional learning sessions				$0.00
8	G1.B1.S4.A1	Master Schedule for 40 minutes of common planning				$0.00
9	G1.B1.S4.A2	PLC Calendar				$0.00
10	G1.B1.S4.A3	Quarterly Data/Planning Days				$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	0949 - Chisholm Elementary School	School Improvement Funds	35.0	$3,500.00
11	G1.B2.S1.A1	Schedule district support personnel as needed, determined by Faculty PL Needs Assessment and Administrator Walk-throughs				$0.00
12	G1.B2.S2.A1	Visible Learning Foundation Day				$0.00
13	G1.B2.S2.A2	Follow-up and support on Visible Learning Foundation PL				$0.00
					Total:	$3,500.00