

Volusia County Schools

Chisholm Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 64% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 31% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B | A* | C | C |

**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 is pending approval by the Volusia County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Chisholm Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Chisholm Elementary School, where we learn, grow and succeed.

b. 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.

2. School Environment

a. 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 2016-2017 school year is based on the "How Full is Your Bucket" and the Five Ps: Prompt, Positive, Prepared, Productive and Polite.. 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.

b. 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 revisiting "How Full is Your Bucket?" and continuing the Five Ps initiative. 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.

c. 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, IMPACT Teams, 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.

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 various incentives. 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.

d. 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 revisiting "How Full is Your Bucket?" and continuing the Five Ps initiative. 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.

3. Early Warning Systems

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

a. 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.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

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

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Please see the PIP.

2. 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 Teachers

Open House

Bring Your Dad to School Day (all male family leaders are invited)

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 has joined Rotary.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-----------------|---------------------|
| Beattie, Karen | Principal |
| Norman, Johna | Instructional Coach |
| Miller, Madison | Teacher, K-12 |
| Tappan, Katie | Teacher, K-12 |
| Beverly, Rekia | Teacher, K-12 |
| Grant, Jennifer | Teacher, K-12 |
| Griffin, Marla | School Counselor |

b. Duties

1. 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.

2. 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/FCAT data
- 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|--------------------------|----------------------------|
| Kimberly Burcham-Stevens | Business/Community |
| 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 |
| Ashley Daughtry | Teacher |
| Connie Walter | Business/Community |
| Erica Blanken | Parent |
| Nicole Benson | Parent |
| Kristie Merklin | Education Support Employee |

b. Duties

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

a. 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.

b. 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.

c. 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.

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

Professional Learning - Thinking Maps \$897
Student Achievement - Odyssey of the Mind \$1000
Instructional Materials - \$156

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|------------------|---------------------|
| Beattie, Karen | Principal |
| Norman, Johna | Teacher, K-12 |
| Grant, Jennifer | Teacher, K-12 |
| Miller, Madison | Teacher, K-12 |
| Beverly, Rekia | Teacher, K-12 |
| Tappan, Katie | Teacher, K-12 |
| McDonald, Nicole | Instructional Media |
| Hopkins, Terri | Teacher, ESE |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 time allotted and twice a month PLC meetings occur during the common planning time. The academic coach, one intervention teacher and three ESE teachers collaborate with the classroom teachers to ensure appropriate interventions are taking place based on diagnostic data and students are referred into the PST process as needed. The PLCs have been renamed to IMPACT teams to ensure focus on measuring the impact of adult practice on student

achievement.

The school's positive behavioral plan addresses adult and student actions and is based on the work of Jon Gordon, specifically "One Word" and the works of John Hattie (Visible Learning) and Russ Quaglia (Student Voice). Their 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. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 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.

b. Instructional Strategies

1. 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 (IMPACT teams) 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 Learning Walks 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. 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.

2. 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

Norman, Johna, jrnorman@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. NOTE: School has disaggregated the goals by grade level, sub-group and assessment. However, the format of the program doesn't allow the entry of this specific data.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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. NOTE: School has disaggregated the goals by grade level, sub-group and assessment. However, the format of the program doesn't allow the entry of this specific data. 1a

G083448

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 70.0 |
| FSA Mathematics Achievement | 70.0 |
| FCAT 2.0 Science Proficiency | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Teacher Lack of Expertise and Collaboration Practices.
- Family Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1- School Personnel
- 2 - PLCs and IMPACT days
- 3- District Support Personnel
- 4 - School Counselor and new Parent/Family Liaison person
- 5 - ERPLs, PL Day and pop-up PLs
- 6 - PTA and community involvement
- 7 - Family Curriculum Nights
- 8 - Student Recognitions
- 9 - Academic Competitions

Plan to Monitor Progress Toward G1. 8

VLT, VMT, VST and VSET Data

Person Responsible

Johna Norman

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

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. NOTE: School has disaggregated the goals by grade level, sub-group and assessment. However, the format of the program doesn't allow the entry of this specific data. 1

G083448

G1.B1 Teacher Lack of Expertise and Collaboration Practices. 2

B221277

G1.B1.S1 Provide appropriate professional learning based on SIP goal, faculty needs assessment and monitoring data. 4

S233573

Strategy Rationale

Action Step 1 5

Conduct and analyze Faculty Professional Learning Needs Assessment.

Person Responsible

Johna Norman

Schedule

On 9/7/2016

Evidence of Completion

Needs assessment and analysis

Action Step 2 5

Create Chisholm schedule of Professional Learning

Person Responsible

Karen Beattie

Schedule

On 9/15/2016

Evidence of Completion

Schedule of Professional Learning

Action Step 3 5

Establish PLC (IMPACT teams) structure and expectations.

Person Responsible

Johna Norman

Schedule

On 8/25/2016

Evidence of Completion

IMPACT teams schedule, structure and expectations, O365 sites

Action Step 4 5

District Personnel/Vendors to provide professional learning updates on math, reading, writing and science.

Person Responsible

Johna Norman

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Schedule, topics, attendance

Action Step 5 5

Conduct quarterly IMPACT days for all PLCs (IMPACT) teams

Person Responsible

Johna Norman

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Schedule and O365 sites

Action Step 6 5

Learning Walks on SIP Goal

Person Responsible

Johna Norman

Schedule

Monthly, from 9/27/2016 to 5/26/2017

Evidence of Completion

Schedule and O365 sites

Action Step 7 5

PL on Assessment Capable Learners - Visible Learning

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Language of Learning plan and Success Criteria examples

Action Step 8 5

Conduct Digital Learning PL Sessions and provide on-going support

Person Responsible

Johna Norman

Schedule

Monthly, from 9/7/2016 to 5/26/2017

Evidence of Completion

TIMS survey results

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

Calendar of Professional Learning

Person Responsible

Karen Beattie

Schedule

Monthly, from 8/11/2015 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 Determine grade/department and school-wide KAGAN and CHAMPS procedures. 4

S233574

Strategy Rationale

Action Step 1 5

IMPACT teams determine grade/department KAGAN strategies

Person Responsible

Karen Beattie

Schedule

On 8/19/2016

Evidence of Completion

List of identified strategies

Action Step 2 5

Create and distribute CHAMPS for select school-wide activities

Person Responsible

Johna Norman

Schedule

Biweekly, from 8/2/2016 to 8/9/2016

Evidence of Completion

MyPGS reports, survey, walk-through data, reflections

Action Step 3 5

Follow-up professional learning on KAGAN and CHAMPS

Person Responsible

Karen Beattie

Schedule

Quarterly, from 9/7/2016 to 5/26/2017

Evidence of Completion

PL Calendar

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

PL sessions

Person Responsible

Karen Beattie

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

PL Calendar

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

Student Achievement Data and VSET data

Person Responsible

Karen Beattie

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

Evidence of Completion

VLT, VMT, VST, FSA and VSET

G1.B1.S3 Ongoing monitoring and support of PLCs (IMPACT teams). 4

S233575

Strategy Rationale

Action Step 1 5

Establish PLC structures and expectations (IMPACT teams)

Person Responsible

Johna Norman

Schedule

On 8/25/2016

Evidence of Completion

O365 sites

Action Step 2 5

40 minute PLC sessions (IMPACT teams)

Person Responsible

Johna Norman

Schedule

Biweekly, from 8/25/2016 to 5/26/2017

Evidence of Completion

O365 sites

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

Survey completed

Person Responsible

Karen Beattie

Schedule

On 9/2/2016

Evidence of Completion

Survey results

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

CHAMPS and KAGAN artifacts

Person Responsible

Johna Norman

Schedule

Monthly, from 9/14/2016 to 5/26/2017

Evidence of Completion

Photos and Learning Walks results

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

IMPACT Teams (PLCs) minutes

Person Responsible

Johna Norman

Schedule

Biweekly, from 8/25/2016 to 5/26/2017

Evidence of Completion

)365 sites for each team

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

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

Student engagement

Person Responsible

Johna Norman

Schedule

Monthly, from 9/27/2016 to 5/26/2017

Evidence of Completion

Learning Walks data

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

Student assessment data, including but not limited to VXTs

Person Responsible

Johna Norman

Schedule

Biweekly, from 8/25/2016 to 5/26/2017

Evidence of Completion

O365 sites

G1.B2 Family Engagement 2

 B221278

G1.B2.S1 Determine appropriate responses to support academic and behavioral growth of all students.

4

 S233576

Strategy Rationale

Action Step 1 5

Access KEEP report, perform data analysis, develop responses to data

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Student FYI Meeting minutes

Action Step 2 5

Provide emergency interventions addressing socio-economic issues impacting student success

Person Responsible

Marla Griffin

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Counselor Notes

Action Step 3 5

Grandparents as Parents Support Group - GAP

Person Responsible

Marla Griffin

Schedule

Monthly, from 9/13/2016 to 5/26/2017

Evidence of Completion

Schedule of meeting, agendas

Action Step 4 5

Student Voice initiatives

Person Responsible

Karen Beattie

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Pictures and plans

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

Student assessment and KEEP data

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Student assessment and KEEP data reports

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

Student assessment and KEEP data

Person Responsible

Karen Beattie

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Student assessment and KEEP data reports

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|----------------|-------------------------------|---|------------------------|
| 2017 | | | | | |
| G1.B1.S1.MA1 M303896 | 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 M303897 | Calendar of Professional Learning | Beattie, Karen | 8/11/2015 | Calendar of Professional Learning | 5/27/2016 monthly |
| G1.B1.S3.MA1 M303900 | ERPL sessions aligned to Faculty PL Needs Assessment | Beattie, Karen | 9/22/2015 | Alignment | 5/27/2016 monthly |
| G1.B1.S2.A2 A299571 | Create and distribute CHAMPS for select school-wide activities | Norman, Johna | 8/2/2016 | MyPGS reports, survey, walk-through data, reflections | 8/9/2016 biweekly |
| G1.B1.S2.A1 A299570 | IMPACT teams determine grade/ department KAGAN strategies | Beattie, Karen | 8/11/2016 | List of identified strategies | 8/19/2016 one-time |
| G1.B1.S1.A3 A299564 | Establish PLC (IMPACT teams) structure and expectations. | Norman, Johna | 8/25/2016 | IMPACT teams schedule, structure and expectations, O365 sites | 8/25/2016 one-time |
| G1.B1.S3.A1 A299573 | Establish PLC structures and expectations (IMPACT teams) | Norman, Johna | 8/25/2016 | O365 sites | 8/25/2016 one-time |
| G1.B1.S3.MA1 M303903 | Survey completed | Beattie, Karen | 9/2/2015 | Survey results | 9/2/2016 one-time |
| G1.B1.S1.A1 A299562 | Conduct and analyze Faculty Professional Learning Needs Assessment. | Norman, Johna | 8/29/2016 | Needs assessment and analysis | 9/7/2016 one-time |
| G1.B1.S1.A2 A299563 | Create Chisholm schedule of Professional Learning | Beattie, Karen | 9/15/2016 | Schedule of Professional Learning | 9/15/2016 one-time |
| G1.MA1 M303908 | VLT, VMT, VST and VSET Data | Norman, Johna | 10/3/2016 | VLT, VMT, VST and VSET data | 5/26/2017 quarterly |
| G1.B1.S1.A4 A299565 | District Personnel/Vendors to provide professional learning updates on math, reading, writing and... | Norman, Johna | 8/11/2016 | Schedule, topics, attendance | 5/26/2017 quarterly |
| G1.B1.S1.A5 A299566 | Conduct quarterly IMPACT days for all PLCs (IMPACT) teams | Norman, Johna | 10/3/2016 | Schedule and O365 sites | 5/26/2017 quarterly |
| G1.B1.S1.A6 A299567 | Learning Walks on SIP Goal | Norman, Johna | 9/27/2016 | Schedule and O365 sites | 5/26/2017 monthly |
| G1.B1.S1.A7 A299568 | PL on Assessment Capable Learners - Visible Learning | Beattie, Karen | 9/19/2016 | Language of Learning plan and Success Criteria examples | 5/26/2017 monthly |
| G1.B1.S1.A8 A299569 | Conduct Digital Learning PL Sessions and provide on-going support | Norman, Johna | 9/7/2016 | TIMS survey results | 5/26/2017 monthly |
| G1.B2.S1.MA1 M303906 | Student assessment and KEEP data | Beattie, Karen | 9/1/2016 | Student assessment and KEEP data reports | 5/26/2017 monthly |
| G1.B2.S1.MA1 M303907 | Student assessment and KEEP data | Beattie, Karen | 9/1/2016 | Student assessment and KEEP data reports | 5/26/2017 monthly |
| G1.B2.S1.A1 A299575 | Access KEEP report, perform data analysis, develop responses to data | Beattie, Karen | 9/1/2016 | Student FYI Meeting minutes | 5/26/2017 monthly |
| G1.B2.S1.A2 A299576 | Provide emergency interventions addressing socio-economic issues impacting student success | Griffin, Marla | 8/1/2016 | Counselor Notes | 5/26/2017 weekly |
| G1.B2.S1.A3 A299577 | Grandparents as Parents Support Group - GAP | Griffin, Marla | 9/13/2016 | Schedule of meeting, agendas | 5/26/2017 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|----------------|-------------------------------|---------------------------------------|---------------------|
| G1.B2.S1.A4 A299578 | Student Voice initiatives | Beattie, Karen | 8/15/2016 | Pictures and plans | 5/26/2017 weekly |
| G1.B1.S2.MA1 M303898 | Student Achievement Data and VSET data | Beattie, Karen | 10/3/2016 | VLT, VMT, VST, FSA and VSET | 5/26/2017 quarterly |
| G1.B1.S2.MA1 M303899 | PL sessions | Beattie, Karen | 8/9/2016 | PL Calendar | 5/26/2017 monthly |
| G1.B1.S2.A3 A299572 | Follow-up professional learning on KAGAN and CHAMPS | Beattie, Karen | 9/7/2016 | PL Calendar | 5/26/2017 quarterly |
| G1.B1.S3.MA5 M303901 | Student engagement | Norman, Johna | 9/27/2016 | Learning Walks data | 5/26/2017 monthly |
| G1.B1.S3.MA6 M303902 | Student assessment data, including but not limited to VXTs | Norman, Johna | 8/25/2016 | O365 sites | 5/26/2017 biweekly |
| G1.B1.S3.MA3 M303904 | CHAMPS and KAGAN artifacts | Norman, Johna | 9/14/2016 | Photos and Learning Walks results | 5/26/2017 monthly |
| G1.B1.S3.MA4 M303905 | IMPACT Teams (PLCs) minutes | Norman, Johna | 8/25/2016 | 365 sites for each team | 5/26/2017 biweekly |
| G1.B1.S3.A2 A299574 | 40 minute PLC sessions (IMPACT teams) | Norman, Johna | 8/25/2016 | O365 sites | 5/26/2017 biweekly |

V. 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. NOTE: School has disaggregated the goals by grade level, sub-group and assessment. However, the format of the program doesn't allow the entry of this specific data.

G1.B1 Teacher Lack of Expertise and Collaboration Practices.

G1.B1.S1 Provide appropriate professional learning based on SIP goal, faculty needs assessment and monitoring data.

PD Opportunity 1

Conduct and analyze Faculty Professional Learning Needs Assessment.

Facilitator

Karen Beattie

Participants

Faculty and Administration

Schedule

On 9/7/2016

PD Opportunity 2

Create Chisholm schedule of Professional Learning

Facilitator

School Leadership Team

Participants

Faculty and Administration

Schedule

On 9/15/2016

PD Opportunity 3

Establish PLC (IMPACT teams) structure and expectations.

Facilitator

Johna Norman

Participants

Faculty and Administration

Schedule

On 8/25/2016

PD Opportunity 4

District Personnel/Vendors to provide professional learning updates on math, reading, writing and science.

Facilitator

Depends on topic - School Leadership Team and Elementary Curriculum Cadre

Participants

Faculty and Administration

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

PD Opportunity 5

Conduct quarterly IMPACT days for all PLCs (IMPACT) teams

Facilitator

Johna Norman

Participants

Faculty and Administration

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

PD Opportunity 6

Learning Walks on SIP Goal

Facilitator

School Leadership Team

Participants

Faculty and Administration

Schedule

Monthly, from 9/27/2016 to 5/26/2017

PD Opportunity 7

PL on Assessment Capable Learners - Visible Learning

Facilitator

Karen Beattie, Julie Smith, IMPACT teams

Participants

Faculty and Administration

Schedule

Monthly, from 9/19/2016 to 5/26/2017

PD Opportunity 8

Conduct Digital Learning PL Sessions and provide on-going support

Facilitator

School Leadership Team

Participants

Faculty and Administration

Schedule

Monthly, from 9/7/2016 to 5/26/2017

G1.B1.S2 Determine grade/department and school-wide KAGAN and CHAMPS procedures.

PD Opportunity 1

IMPACT teams determine grade/department KAGAN strategies

Facilitator

IMPACT team leaders

Participants

Chisholm Teachers and Administrators

Schedule

On 8/19/2016

PD Opportunity 2

Create and distribute CHAMPS for select school-wide activities

Facilitator

School Leadership Team

Participants

Chisholm Teachers and Administrators

Schedule

Biweekly, from 8/2/2016 to 8/9/2016

PD Opportunity 3

Follow-up professional learning on KAGAN and CHAMPS

Facilitator

School Leadership Team

Participants

Chisholm Teachers and Administrators

Schedule

Quarterly, from 9/7/2016 to 5/26/2017

G1.B1.S3 Ongoing monitoring and support of PLCs (IMPACT teams).

PD Opportunity 1

Establish PLC structures and expectations (IMPACT teams)

Facilitator

Johna Norman

Participants

Chisholm Faculty and Administrators

Schedule

On 8/25/2016

PD Opportunity 2

40 minute PLC sessions (IMPACT teams)

Facilitator

Johna Norman and IMPACT team leaders

Participants

Chisholm Faculty and Administrators

Schedule

Biweekly, from 8/25/2016 to 5/26/2017

G1.B2 Family Engagement

G1.B2.S1 Determine appropriate responses to support academic and behavioral growth of all students.

PD Opportunity 1

Student Voice initiatives

Facilitator

Student FYI Team and School Leadership Team

Participants

Chisholm teachers, students and administrators

Schedule

Weekly, from 8/15/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance 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. NOTE: School has disaggregated the goals by grade level, sub-group and assessment. However, the format of the program doesn't allow the entry of this specific data.

G1.B2 Family Engagement

G1.B2.S1 Determine appropriate responses to support academic and behavioral growth of all students.

TA Opportunity 1

Access KEEP report, perform data analysis, develop responses to data

Facilitator

Karen Beattie

Participants

Student FYI Team - Beattie, Reischmann, M. Griffin, Norman, Meilhan

Schedule

Monthly, from 9/1/2016 to 5/26/2017

TA Opportunity 2

Provide emergency interventions addressing socio-economic issues impacting student success

Facilitator

Marla Griffin

Participants

Student FYI Team

Schedule

Weekly, from 8/1/2016 to 5/26/2017

TA Opportunity 3

Grandparents as Parents Support Group - GAP

Facilitator

Marla Griffin

Participants

Grandparents

Schedule

Monthly, from 9/13/2016 to 5/26/2017

| VII. Budget | | | | | | |
|--------------------|-------------|---|--|--------------------------|-----|-------------------|
| 1 | G1.B1.S1.A1 | Conduct and analyze Faculty Professional Learning Needs Assessment. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I, Part A | | \$0.00 |
| 2 | G1.B1.S1.A2 | Create Chisholm schedule of Professional Learning | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Establish PLC (IMPACT teams) structure and expectations. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | District Personnel/Vendors to provide professional learning updates on math, reading, writing and science. | | | | \$0.00 |
| 5 | G1.B1.S1.A5 | Conduct quarterly IMPACT days for all PLCs (IMPACT) teams | | | | \$1,800.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0949 - Chisholm Elementary School | School Improvement Funds | | \$1,800.00 |
| | | | <i>Notes: Notes: Substitutes for teachers participating in IMPACT teams.</i> | | | |
| 6 | G1.B1.S1.A6 | Learning Walks on SIP Goal | | | | \$0.00 |
| 7 | G1.B1.S1.A7 | PL on Assessment Capable Learners - Visible Learning | | | | \$0.00 |
| 8 | G1.B1.S1.A8 | Conduct Digital Learning PL Sessions and provide on-going support | | | | \$0.00 |
| 9 | G1.B1.S2.A1 | IMPACT teams determine grade/department KAGAN strategies | | | | \$0.00 |
| 10 | G1.B1.S2.A2 | Create and distribute CHAMPS for select school-wide activities | | | | \$0.00 |
| 11 | G1.B1.S2.A3 | Follow-up professional learning on KAGAN and CHAMPS | | | | \$0.00 |
| 12 | G1.B1.S3.A1 | Establish PLC structures and expectations (IMPACT teams) | | | | \$0.00 |
| 13 | G1.B1.S3.A2 | 40 minute PLC sessions (IMPACT teams) | | | | \$0.00 |
| 14 | G1.B2.S1.A1 | Access KEEP report, perform data analysis, develop responses to data | | | | \$0.00 |

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| | | | |
|---------------|-------------|--|-------------------|
| 15 | G1.B2.S1.A2 | Provide emergency interventions addressing socio-economic issues impacting student success | \$0.00 |
| 16 | G1.B2.S1.A3 | Grandparents as Parents Support Group - GAP | \$0.00 |
| 17 | G1.B2.S1.A4 | Student Voice initiatives | \$0.00 |
| Total: | | | \$1,800.00 |