Chisholm Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Chisholm Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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 2017-2018 school year the Five Ps: Prompt, Positive, Prepared, Productive and Polite and ROARRR!: Responsible, Original, Adaptable, Risk-Taker, Resilient, Reflective. These programs address 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 continuing the Five Ps initiative and we have started our Language of Learning (ROARRR!). 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 Student Voice 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 administration 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. We are also implementing this year the Wildcat Selfie Wall where students will be recognized for their display of the 5 P's and ROARRR! with their photo posted in the front office and other appropriate social media.

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 continuing the Five Ps initiative and ROARRR!. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 2 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	4	0	2	3	3	0	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
2 or more referrals	2	0	1	0	0	0	0	0	0	0	0	0	0	3
FCAT Math or Reading at a Level 1 from the previous year	0	0	0	2	5	10	0	0	0	0	0	0	0	17
Unweighted GPA Below 2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

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.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

CES is dedicated to increasing communication between its stakeholders. This initiative includes streamlining information to weekly Connect Ed., quarterly newsletters, school Facebook, school Twitter, the marque, and bulletin boards. Teachers are encouraged to make positive parent contact often. This includes providing a personal phone call to all families inviting them to open house. Additionally, CES is dedicated to providing campus wide after hour events to increase community and parent involvement. These events include the Veterans Concert, Lady Cat performances, Academic Night, etc.

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
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
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.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Zablo, Craig	Principal
Norman, Johna	Instructional Coach
Miller, Madison	Teacher, K-12
Beverly, Rekia	Teacher, K-12
Griffin, Marla	School Counselor
McDonald, Nicole	Instructional Media
Myers, Patricia	Teacher, K-12
Prokop, Leigh	Assistant Principal
Bowe, Holly	Teacher, K-12
Navarro, Jodie	Teacher, K-12
Daughtry, Ashley	Teacher, K-12
Combs , Laura	Teacher, K-12
Griffin, Diane	Teacher, ESE

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 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 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
Craig Zablo	Principal
Susan Harding	Parent
Jason McGuirk	Business/Community
Nicole Benson	Parent
Kristie Merklin	Education Support Employee
Gentry Baumline-Robinson	Parent
Tahna Cubbage	Parent
Brittany Hole	Parent
Sandra Abdalian	Business/Community
Amanda Ross	Parent
Leigh Reischmann-Prokop	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 most tested categories.

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.

CES SAC supported the funding of an extra tutoring unit. The commitee approved and allocated $310.96 to pay for an additional CES teacher to providing afterschool science and math tutoring.

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
Zablo, Craig	Principal
Norman, Johna	Teacher, K-12
Miller, Madison	Teacher, K-12
Beverly, Rekia	Teacher, K-12
McDonald, Nicole	Instructional Media
Bowe, Holly	Teacher, K-12
Navarro, Jodie	Teacher, K-12
Daughtry, Ashley	Teacher, K-12
Myers, Patricia	Teacher, K-12
Combs , Laura	Teacher, K-12
Griffin, Diane	Teacher, ESE
Griffin, Marla	School Counselor
Prokop, Leigh	Assistant Principal

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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 and two 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 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 academic coach and administration 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 School Leadership Team and Curriculum Cadre.
4. All first and second year teachers participate in TIPS, 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.
7. CES is working with Daytona State College to provide tutors/paid volunteers to provide teachers with additional support in the classroom. This partnership also allows for CES to begin indentifying and recruiting potential future educators.

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

TIPS, Volusia's new teacher induction program, is designed to support all new teachers to our district.TIPS 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, modules 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: Extended School Day
Minutes added to school year: 720

Teachers will participate in four district level Early Release Professional Learning (ERPL's) and two school based ERPL's each lasting two hours. For the district ERPL's the teachers have selected from ELA, math and science to designate an area of focus. They will attend trainings that focus on engaging and collaborative learning aligned to the Florida Standards. For the school based ERPL's administration has solicited input from the teachers to align the professional development with teacher needs. The focus will include standard aligned assessments, differentiating instruction, and technology.

Strategy Rationale

If teachers have an opportunity to develop professional and gain a deeper understanding of the Florida Standards, they will be better able to implement rigors and differentiated instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Miller, Madison, mtmiller@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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.
• Providing all entering Kindergarteners with a school bag and school supplies.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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, the emotional intelligence and 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, the emotional intelligence and 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`

🔍 G099201

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	71.0
FSA Mathematics Achievement	81.0
FCAT 2.0 Science Proficiency	72.0

Targeted Barriers to Achieving the Goal `3`

- Lack of opportunity to effectively complete professional learning cycle due to the loss of funding for support in teacher collaboration.

- Family Engagement and Support

Resources Available to Help Reduce or Eliminate the Barriers `2`

- 1- Creative scheduling and budgeting

- 2 - School and district personnel

- 3- PLC's, IMPACT Days and Learning Walks

- 4 - ERPLS

- 5 - Partners - PTA, VIPS, Business, Community, Mentors, SAC

- 6 - Family Academic Night

- 7 - ROARRR program

- 8 - Student competitions and showcases

Plan to Monitor Progress Toward G1. `8`

VXT data, referral data, observation and walk-through data, Learning Walks, and IMPACT teams data, Report Card Behavior Scores

Person Responsible

Leigh Prokop

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

SLT minutes

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, the emotional intelligence and 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`

🔍 G099201

G1.B1 Lack of opportunity to effectively complete professional learning cycle due to the loss of funding for support in teacher collaboration. `2`

🔍 B267094

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

🔍 S282975

Strategy Rationale

Increase the number of teachers with a in depth understanding of the standards and student emotional intelligence.

Action Step 1 `5`

Conduct and analyze Professional Learning Needs Assessment

Person Responsible

Leigh Prokop

Schedule

On 5/25/2018

Evidence of Completion

Needs assessment, results and analysius

Action Step 2 `5`

Create Professional Learning Calendar

Person Responsible

Madison Miller

Schedule

On 5/25/2018

Evidence of Completion

Schedule of Professional Learning

Action Step 3 5

Establish PLC (IMPACT teams) structure and expectations, quarterly days and weekly days

Person Responsible

Madison Miller

Schedule

Monthly, from 8/25/2017 to 5/25/2018

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

Madison Miller

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Schedule, topics, attendance

Action Step 5 5

Conduct quarterly IMPACT days for all PLCs (IMPACT) teams

Person Responsible

Madison Miller

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Schedule and O365 sites

Action Step 6 `5`

Learning Walks on SIP Goal during planning times (same day) with faculty meeting debrief

Person Responsible

Madison Miller

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Schedule and O365 sites

Action Step 7 `5`

School-wide and classroom specific implementation of CHAMPS

Person Responsible

Madison Miller

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Language of Learning plan and Success Criteria examples

Action Step 8 `5`

Professional Learning in Emotional Intelligence

Person Responsible

Marla Griffin

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

survey results

Action Step 9 `5`

Alignment of Report Card Behavior Indicators with Emotional Intelligence

Person Responsible

Leigh Prokop

Schedule

Semiannually, from 8/25/2017 to 5/26/2018

Evidence of Completion

meeting minutes

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

Analysis of Professional Learning needs assessment

Person Responsible

Leigh Prokop

Schedule

On 5/25/2018

Evidence of Completion

Calendar of Professional Learning

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

Implementation of Professional Learning Calendar

Person Responsible

Madison Miller

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

PL calendar, My PGS records as appropraite

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

Meeting of IMPACT teams

> **Person Responsible**
>
> Madison Miller
>
> **Schedule**
>
> Biweekly, from 8/25/2017 to 5/25/2018
>
> ***Evidence of Completion***
>
> Office 365

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

Professional Learning Calendar

> **Person Responsible**
>
> Madison Miller
>
> **Schedule**
>
> Monthly, from 8/25/2017 to 5/25/2018
>
> ***Evidence of Completion***
>
> PL calendar

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

Learning Walks Calendar

> **Person Responsible**
>
> Madison Miller
>
> **Schedule**
>
> Monthly, from 8/25/2017 to 5/25/2018
>
> ***Evidence of Completion***
>
> Learning walks data and debriefs

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

Observations and walk-throughs

Person Responsible

Craig Zablo

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Data

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

Emotional Intelligence PL and implementation plan

Person Responsible

Marla Griffin

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

PL calendar and student voice survey (pre and post)

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

Alignment of Report Card behavior indicators with Emotional Intelligence

Person Responsible

Marla Griffin

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Meeting minutes

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

VXT data, referral data, observations and walk-through data, Learning Walks, IMPACT team data, pre-post student surveys, Report CArd Behavior Scores

Person Responsible

Leigh Prokop

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

VLT, VMT, VST, FSA and VSET Data

G1.B1.S2 Ongoing monitoring and support of PLC'c (IMPACT teams). `4`

🔍 S282976

Strategy Rationale

Data analysis, planning and collaboration will allow for a better understanding and focus of student needs

Action Step 1 `5`

IMPACT teams determine grade/department KAGAN strategies

Person Responsible

Madison Miller

Schedule

On 5/25/2018

Evidence of Completion

List of identified strategies and sign-in sheets

Action Step 2 `5`

Create and distribute CHAMPS for select school-wide activities

Person Responsible

Nicole McDonald

Schedule

Biweekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

MyPGS reports, survey, walk-through data, reflections

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

PL sessions

Person Responsible

Madison Miller

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

PL Calendar

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

Student Achievement Data and VSET data

Person Responsible

Madison Miller

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

VLT, VMT, VST, FSA and VSET

G1.B2 Family Engagement and Support 2

🔑 B267095

G1.B2.S1 Provide appropraite responsees to support Emotional Intelligence and academic growth of all students. 4

🔑 S282977

Strategy Rationale

Action Step 1 5

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

Person Responsible

Marla Griffin

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Analysis and response plan, meeting notes

Action Step 2 5

Provide emergency interventions addressing socio-economic issues impacting student success

Person Responsible

Marla Griffin

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Counselor Notes

Action Step 3 5

Grandparents as Parents Support Group - GAP

Person Responsible

Marla Griffin

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Schedule of meeting, agendas

Action Step 4 5

Implementation of ROARRR program, including student recignitions - Wildcat of the Week

Person Responsible

Leigh Prokop

Schedule

Weekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

ROARRR materials and t-shirts, email correspondance

Action Step 5 5

Family Nights

Person Responsible

Leigh Prokop

Schedule

Semiannually, from 8/25/2017 to 5/25/2018

Evidence of Completion

Calendar

Action Step 6 `5`

Establish effective outreach communication program

Person Responsible

Craig Zablo

Schedule

Daily, from 8/25/2017 to 5/25/2018

Evidence of Completion

Plan, connect eds

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

Student assessment and KEEP data

Person Responsible

Marla Griffin

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Analysis and Plan

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

ROARRR Program

Person Responsible

Marla Griffin

Schedule

Weekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

ROARRR- Wildcats of the Week

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

Guidance Notes

Person Responsible

Marla Griffin

Schedule

Weekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Guidance Notes

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

G.a.P

Person Responsible

Marla Griffin

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Calendar

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

Family Nights

Person Responsible

Leigh Prokop

Schedule

Semiannually, from 8/25/2017 to 5/25/2018

Evidence of Completion

Calendar and Plans

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

Outreach Communication Plan

Person Responsible

Craig Zablo

Schedule

Daily, from 8/25/2017 to 5/25/2018

Evidence of Completion

Plan

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

Monthly Guidance Lesson

Person Responsible

Marla Griffin

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Plan

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

VXT data, referral data, observations and walk-through data, Learning Walks, IMPACT teams data, pre-post student surveys, Report Card Behavior Scores

Person Responsible

Leigh Prokop

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

SLT minutes

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M415081	VXT data, referral data, observation and walk-through data, Learning Walks, and IMPACT teams data,...	Prokop, Leigh	8/25/2017	SLT minutes	5/25/2018 monthly
G1.B1.S1.MA1 M415062	VXT data, referral data, observations and walk-through data, Learning Walks, IMPACT team data,...	Prokop, Leigh	8/25/2017	VLT, VMT, VST, FSA and VSET Data	5/25/2018 monthly
G1.B1.S1.MA1 M415063	Analysis of Professional Learning needs assessment	Prokop, Leigh	8/25/2017	Calendar of Professional Learning	5/25/2018 one-time
G1.B1.S1.MA3 M415064	Implementation of Professional Learning Calendar	Miller, Madison	8/25/2017	PL calendar, My PGS records as appropraite	5/25/2018 monthly
G1.B1.S1.MA4 M415065	Meeting of IMPACT teams	Miller, Madison	8/25/2017	Office 365	5/25/2018 biweekly
G1.B1.S1.MA5 M415066	Professional Learning Calendar	Miller, Madison	8/25/2017	PL calendar	5/25/2018 monthly
G1.B1.S1.MA6 M415067	Learning Walks Calendar	Miller, Madison	8/25/2017	Learning walks data and debriefs	5/25/2018 monthly
G1.B1.S1.MA7 M415068	Observations and walk-throughs	Zablo, Craig	8/25/2017	Data	5/25/2018 monthly
G1.B1.S1.MA8 M415069	Emotional Intelligence PL and implementation plan	Griffin, Marla	8/25/2017	PL calendar and student voice survey (pre and post)	5/25/2018 monthly
G1.B1.S1.MA9 M415070	Alignment of Report Card behavior indicators with Emotional Intelligence	Griffin, Marla	8/25/2017	Meeting minutes	5/25/2018 monthly
G1.B1.S1.A1 A381808	Conduct and analyze Professional Learning Needs Assessment	Prokop, Leigh	8/25/2017	Needs assessment, results and analysius	5/25/2018 one-time
G1.B1.S1.A2 A381809	Create Professional Learning Calendar	Miller, Madison	8/25/2017	Schedule of Professional Learning	5/25/2018 one-time
G1.B1.S1.A3 A381810	Establish PLC (IMPACT teams) structure and expectations, quarterly days and weekly days	Miller, Madison	8/25/2017	IMPACT teams schedule, structure and expectations, O365 sites	5/25/2018 monthly
G1.B1.S1.A4 A381811	District Personnel/Vendors to provide professional learning updates on math, reading, writing and...	Miller, Madison	8/25/2017	Schedule, topics, attendance	5/25/2018 quarterly
G1.B1.S1.A5 A381812	Conduct quarterly IMPACT days for all PLCs (IMPACT) teams	Miller, Madison	8/25/2017	Schedule and O365 sites	5/25/2018 quarterly
G1.B1.S1.A6 A381813	Learning Walks on SIP Goal during planning times (same day) with faculty meeting debrief	Miller, Madison	8/25/2017	Schedule and O365 sites	5/25/2018 monthly
G1.B1.S1.A7 A381814	School-wide and classroom specific implementation of CHAMPS	Miller, Madison	8/25/2017	Language of Learning plan and Success Criteria examples	5/25/2018 monthly
G1.B1.S1.A8 A381815	Professional Learning in Emotional Intelligence	Griffin, Marla	8/25/2017	survey results	5/25/2018 monthly
G1.B2.S1.MA1 M415073	VXT data, referral data, observations and walk-through data, Learning Walks, IMPACT teams data,...	Prokop, Leigh	8/25/2017	SLT minutes	5/25/2018 monthly
G1.B2.S1.MA1 M415074	Student assessment and KEEP data	Griffin, Marla	8/25/2017	Analysis and Plan	5/25/2018 quarterly
G1.B2.S1.MA3 M415075	ROARRR Program	Griffin, Marla	8/25/2017	ROARRR- Wildcats of the Week	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA4 M415076	Guidance Notes	Griffin, Marla	8/25/2017	Guidance Notes	5/25/2018 weekly
G1.B2.S1.MA5 M415077	G.a.P	Griffin, Marla	8/25/2017	Calendar	5/25/2018 monthly
G1.B2.S1.MA6 M415078	Family Nights	Prokop, Leigh	8/25/2017	Calendar and Plans	5/25/2018 semiannually
G1.B2.S1.MA7 M415079	Outreach Communication Plan	Zablo, Craig	8/25/2017	Plan	5/25/2018 daily
G1.B2.S1.MA8 M415080	Monthly Guidance Lesson	Griffin, Marla	8/25/2017	Plan	5/25/2018 monthly
G1.B2.S1.A1 A381819	Access KEEP report, perform data analysis, develop responses to data	Griffin, Marla	8/25/2017	Analysis and response plan, meeting notes	5/25/2018 monthly
G1.B2.S1.A2 A381820	Provide emergency interventions addressing socio-economic issues impacting student success	Griffin, Marla	8/25/2017	Counselor Notes	5/25/2018 monthly
G1.B2.S1.A3 A381821	Grandparents as Parents Support Group - GAP	Griffin, Marla	8/25/2017	Schedule of meeting, agendas	5/25/2018 monthly
G1.B2.S1.A4 A381822	Implementation of ROARRR program, including student recignitions - Wildcat of the Week	Prokop, Leigh	8/25/2017	ROARRR materials and t-shirts, email correspondance	5/25/2018 weekly
G1.B2.S1.A5 A381823	Family Nights	Prokop, Leigh	8/25/2017	Calendar	5/25/2018 semiannually
G1.B2.S1.A6 A381824	Establish effective outreach communication program	Zablo, Craig	8/25/2017	Plan, connect eds	5/25/2018 daily
G1.B1.S2.MA1 M415071	Student Achievement Data and VSET data	Miller, Madison	8/25/2017	VLT, VMT, VST, FSA and VSET	5/25/2018 quarterly
G1.B1.S2.MA1 M415072	PL sessions	Miller, Madison	8/25/2017	PL Calendar	5/25/2018 quarterly
G1.B1.S2.A1 A381817	IMPACT teams determine grade/ department KAGAN strategies	Miller, Madison	8/25/2017	List of identified strategies and sign-in sheets	5/25/2018 one-time
G1.B1.S2.A2 A381818	Create and distribute CHAMPS for select school-wide activities	McDonald, Nicole	8/25/2017	MyPGS reports, survey, walk-through data, reflections	5/25/2018 biweekly
G1.B1.S1.A9 A381816	Alignment of Report Card Behavior Indicators with Emotional Intelligence	Prokop, Leigh	8/25/2017	meeting minutes	5/26/2018 semiannually

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, the emotional intelligence and 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 Lack of opportunity to effectively complete professional learning cycle due to the loss of funding for support in teacher collaboration.

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

PD Opportunity 1

Conduct and analyze Professional Learning Needs Assessment

Facilitator

Leigh Reischmann

Participants

Faculty and Administration

Schedule

On 5/25/2018

PD Opportunity 2

Create Professional Learning Calendar

Facilitator

School Leadership Team

Participants

Faculty and Administration

Schedule

On 5/25/2018

PD Opportunity 3

Establish PLC (IMPACT teams) structure and expectations, quarterly days and weekly days

Facilitator

Madison Miller

Participants

Faculty and Administration

Schedule

Monthly, from 8/25/2017 to 5/25/2018

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 8/25/2017 to 5/25/2018

PD Opportunity 5

Conduct quarterly IMPACT days for all PLCs (IMPACT) teams

Facilitator

Madison Miller

Participants

Faculty and Adminsitration

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

PD Opportunity 6

Learning Walks on SIP Goal during planning times (same day) with faculty meeting debrief

Facilitator

Madison Miller

Participants

Faculty and Administration

Schedule

Monthly, from 8/25/2017 to 5/25/2018

PD Opportunity 7

School-wide and classroom specific implementation of CHAMPS

Facilitator

Craig Zablo, Leigh Reischmann, Madison Miller

Participants

Faculty and Administration

Schedule

Monthly, from 8/25/2017 to 5/25/2018

PD Opportunity 8

Professional Learning in Emotional Intelligence

Facilitator

Marla Griffin and Angie Meilahn

Participants

Faculty and Administration

Schedule

Monthly, from 8/25/2017 to 5/25/2018

PD Opportunity 9

Alignment of Report Card Behavior Indicators with Emotional Intelligence

Facilitator

Angie Meilahn, Marla Griffin, Leigh Reischmann

Participants

Faculty/Administration

Schedule

Semiannually, from 8/25/2017 to 5/26/2018

G1.B1.S2 Ongoing monitoring and support of PLC'c (IMPACT teams).

PD Opportunity 1

IMPACT teams determine grade/department KAGAN strategies

Facilitator

IMPACT team leaders

Participants

Chisholm Teachers and Administrators

Schedule

On 5/25/2018

PD Opportunity 2

Create and distribute CHAMPS for select school-wide activities

Facilitator

School Leadership Team

Participants

Chisholm Teachers and Administrators

Schedule

Biweekly, from 8/25/2017 to 5/25/2018

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, the emotional intelligence and 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 and Support

G1.B2.S1 Provide appropraite responsees to support Emotional Intelligence and academic growth of all students.

TA Opportunity 1

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

Facilitator

Marla Griffin, Leigh Reischmann, Angie Meilahn

Participants

Student FYI Team -Zablo, M. Griffin, Reischmann

Schedule

Monthly, from 8/25/2017 to 5/25/2018

TA Opportunity 2

Provide emergency interventions addressing socio-economic issues impacting student success

Facilitator

Marla Griffin

Participants

Student FYI Team

Schedule

Monthly, from 8/25/2017 to 5/25/2018

TA Opportunity 3

Grandparents as Parents Support Group - GAP

Facilitator

Marla Griffin

Participants

Grandparents

Schedule

Monthly, from 8/25/2017 to 5/25/2018

TA Opportunity 4

Implementation of ROARRR program, including student recignitions - Wildcat of the Week

Facilitator

SLY

Participants

Chisholm teachers, students and administrators

Schedule

Weekly, from 8/25/2017 to 5/25/2018

TA Opportunity 5

Family Nights

Facilitator

SLT

Participants

Faculty/Administration

Schedule

Semiannually, from 8/25/2017 to 5/25/2018

TA Opportunity 6

Establish effective outreach communication program

Facilitator

SLT

Participants

Teachers and Families

Schedule

Daily, from 8/25/2017 to 5/25/2018

	VII. Budget					
1	G1.B1.S1.A1	Conduct and analyze Professional Learning Needs Assessment				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$0.00
2	G1.B1.S1.A2	Create Professional Learning Calendar				$0.00
3	G1.B1.S1.A3	Establish PLC (IMPACT teams) structure and expectations, quarterly days and weekly days				$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	2017-18
			0949 - Chisholm Elementary School	School Improvement Funds		$1,800.00
			Notes: Notes: Substitutes for teachers participating in IMPACT teams.			
6	G1.B1.S1.A6	Learning Walks on SIP Goal during planning times (same day) with faculty meeting debrief				$0.00
7	G1.B1.S1.A7	School-wide and classroom specific implementation of CHAMPS				$0.00
8	G1.B1.S1.A8	Professional Learning in Emotional Intelligence				$0.00
9	G1.B1.S1.A9	Alignment of Report Card Behavior Indicators with Emotional Intelligence				$0.00
10	G1.B1.S2.A1	IMPACT teams determine grade/department KAGAN strategies				$0.00
11	G1.B1.S2.A2	Create and distribute CHAMPS for select school-wide activities				$0.00
12	G1.B2.S1.A1	Access KEEP report, perform data analysis, develop responses to data				$0.00
13	G1.B2.S1.A2	Provide emergency interventions addressing socio-economic issues impacting student success				$0.00

14	G1.B2.S1.A3	Grandparents as Parents Support Group - GAP	$0.00
15	G1.B2.S1.A4	Implementation of ROARRR program, including student recignitions - Wildcat of the Week	$0.00
16	G1.B2.S1.A5	Family Nights	$0.00
17	G1.B2.S1.A6	Establish effective outreach communication program	$0.00
		Total:	$1,800.00