

Volusia County Schools

Chisholm Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	43
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	41

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.

2018-19 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. Individual student needs are addressed as appropriate. The school-wide character education program for the 2018-19 school year is "Under construction" which focuses on building character and establishing strong peer and adult relationships and our language of learning, ROARRR!: Responsible, Original, Adaptable, Risk-Taker, Resilient, Reflective. Our teachers and guidance counselor will also begin learning about and implementing the Sanford Harmony System. 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 starting the "Under construction" initiative and we have continued to develop 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 Safety and Security 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 through 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.

Chisholm will be implementing a new behavioral structure this year with a focus on positive reinforcements and layers of intervention. The purpose of this new structure is to keep students academically engaged and work proactively to reduce behavioral concerns. This system includes positive classroom incentives, the Paws Points program, the Wildcat of the Week program, the Cool Cat of the Week program, and school and classroom behavioral interventions.

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

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

Training on the above items are provided within the first week of pre-planning with follow-up provided within the quarterly data analysis process.

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 starting the "Under Construction" initiative and continuing our language of learning initiative, 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. 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. Chisholm is also implementing a "check-in" system with students who are struggling with academics and poor behavior.

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	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
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	16	14	0	0	0	0	0	0	0	30	
2 or more referrals	0	0	0	0	0	0	0	0	0	0	0	0	0		
FCAT Math or Reading at a Level 1 from the previous year	0	0	0	0	15	7	0	0	0	0	0	0	0	22	
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	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 becomes 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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/662743>.

2. Description

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

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)

Kindergarten Parents Night

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

Spring and Fall Academic Night

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
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
Griffin, Diane	Teacher, ESE
Miller, Madison	Instructional Coach
Norman, Johna	Teacher, K-12
Distslear, Elizabeth	Teacher, K-12

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 Rtl 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
Sharon Harding	Parent
Jason McGuirk	Business/Community
Nicole Benson	Parent
Kristie Merklin	Education Support Employee
Tahna Cabbage	Parent
Brittany Hole	Parent
Sandra Abdalian	Business/Community
Patrick Hole	Parent
Leigh Prokop	Education Support Employee
Corinne Clark Branz	Parent
Pam Martin	Parent
William Moore	Parent
Amanda Ross	Parent
R. Spellers	Parent
Nikki Dill	Teacher

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, Â§ 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.

SAC approved and allocated \$500 for additional SIPPS materials.

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, Reikia	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
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
- * 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, Â§ 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, PLC's meet once a week during their planning period with the support of the academic coach. 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. Administration, school psychologist, PST chair and the academic coach meet on a weekly basis to provide additional support to student in PST and advice and backing to teachers.

The use of academic coaches to assist with teacher collaborations and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Teachers through their PLC's are taking an active role in the development and facilitation of the data walks. Administration and the academic coach will be using the IPG Skinny to collect initial data on areas of teacher's strengths and improvement. The PLC's will take the data, create an area of focus, and develop a rubric for their peers to apply to their practices. The PLC's will be able to use data walks to adjust their practice and focus throughout the year. 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 placement for interns. This develops the professional ties between the college and our school, enlarging our employment pool.

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. 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 four 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 strengthening PLC's, ASD/Dyslexia, STEM certification and an unconference aligned to the standards

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.
- Hosting a Kindergarten Night

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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 rigorous and engagin instruction based on the Florida Standards, then academic achievement wil lincrease for all students. 1a

G100512

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	82.0
ELA/Reading Lowest 25% Gains	64.0

Targeted Barriers to Achieving the Goal 3

- Knowledge
- Discipline

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1-Teacher leaders, cadre members, academic coach, intervention teacher
- 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 --- student recognition
- 8 - Student competitions and showcases
- 9 - Tutoring
- 10 - Targeted PD
- 11 - Team Planning
- 12 - Check in and positive referrals

Plan to Monitor Progress Toward G1. 8

Monitoring Activity 1-6 for selected strategies

Person Responsible

Leigh Prokop

Schedule

Monthly, from 8/25/2019 to 8/25/2019

Evidence of Completion

Discipline 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

 = Problem Solving Step  S123456 = Quick Key


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

 G100512

G1.B1 Knowledge **2**

 B271032

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

 S286933

Strategy Rationale

Increase the number of teachers with a in depth understanding of the standards and strategies to increase rigor.

Action Step 1 **5**

Conduct and analyze Professional Learning Needs Assessment

Person Responsible

Craig Zablo

Schedule

On 5/31/2019

Evidence of Completion

Needs assessment, results and analysis

Action Step 2 **5**

Create Professional Learning Calendar

Person Responsible

Madison Miller

Schedule

On 3/29/2019

Evidence of Completion

Schedule of Professional Learning

Action Step 3 5

Establish structure quarterly IMPACT meetings, monthly data walks, weekly PLC and grade chair meetings.

Person Responsible

Madison Miller

Schedule

Weekly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Calendars and Minutes

Action Step 4 5

District Personnel/Vendors to provide professional learning updates on school requested topics.

Person Responsible

Madison Miller

Schedule

Monthly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Schedule, topics, attendance

Action Step 5 5

Conduct quarterly IMPACT days for all IMPACTS days

Person Responsible

Madison Miller

Schedule

Quarterly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Schedule and O365 sites

Action Step 6 5

Data Walks

Person Responsible

Madison Miller

Schedule

Monthly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Schedule, O365, walk through reflections

Action Step 7 5

Tracking and supporting the lowest quartile

Person Responsible

Madison Miller

Schedule

Weekly, from 8/25/2018 to 5/25/2019

Evidence of Completion

PLC data trackers

Action Step 8 5

Family Nights

Person Responsible

Leigh Prokop

Schedule

Quarterly, from 8/25/2018 to 5/25/2019

Evidence of Completion

survey results

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

Analysis of Professional Learning needs assessment

Person Responsible

Craig Zablo

Schedule

On 5/25/2019

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 8/25/2018 to 5/25/2019

Evidence of Completion

PL calendar, My PGS records as appropriate

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

Establish structure quarterly IMPACT meetings, monthly data walks, weekly PLC and grade chair meetings.

Person Responsible

Madison Miller

Schedule

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

Evidence of Completion

Office 365, completed Rubrics, Calendar

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

District personnel and vendors to provide learning updates on school requested topics

Person Responsible

Madison Miller

Schedule

Monthly, from 8/25/2018 to 5/25/2019

Evidence of Completion

PL calendar

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

Conduct quarterly IMPACT days

Person Responsible

Madison Miller

Schedule

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

Evidence of Completion

Learning/data walks data and debriefs

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

Data Walks

Person Responsible

Craig Zablo

Schedule

Monthly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Data and charts

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

Tracking and supporting the lowest quartile.

Person Responsible

Leigh Prokop

Schedule

Weekly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Data, charts, weekly grade level chair meeting notes

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

Family Nights

Person Responsible

Marla Griffin

Schedule

Quarterly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Meeting minutes and surveys

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

VXT data, i-ready, referral data, observations and walk-through data, Learning Walks, IMPACT team data, pre-post student surveys, Power BI

Person Responsible

Leigh Prokop

Schedule

Weekly, from 8/25/2018 to 5/25/2019

Evidence of Completion

VXT's, I-ready, ESW, KEEP Report, Learning walk data

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

 S286934

Strategy Rationale

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

Action Step 1 5

Provide training on the effective implementation of a PLC

Person Responsible

Leigh Prokop

Schedule

On 8/29/2018

Evidence of Completion

Minutes and Email Correspondance

Action Step 2 5

Develop a comprehensive overview of PLC norms and expectations

Person Responsible

Leigh Prokop

Schedule

Weekly, from 8/25/2018 to 5/25/2019

Evidence of Completion

PLC minutes

Action Step 3 5

Develop differentiated and targets teacher growth through PLC walk throughs and data analysis

Person Responsible

Madison Miller

Schedule

On 5/25/2019

Evidence of Completion

PLC minutes and data sheets

Action Step 4 5

Conduct weekly grade chair meetings to target concerns, needs, and successes

Person Responsible

Craig Zablo

Schedule

On 5/25/2019

Evidence of Completion

Meeting Minutes

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

Grade Chair and PLC minutes

Person Responsible

Craig Zablo

Schedule

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

Evidence of Completion

PLC calendar

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

Student Achievement Data

Person Responsible

Craig Zablo

Schedule

Quarterly, from 8/25/2018 to 5/25/2019


Evidence of Completion

VXT and I-ready

G1.B2 Discipline 2

 B271033

G1.B2.S1 Provide appropriate training and support of students and teachers to reduce the amount of discipline concerns. 4

 S286935

Strategy Rationale

The more time students are engaged in rigorous instruction, student achievement will increase.

Action Step 1 5

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

Person Responsible

Leigh Prokop

Schedule

Monthly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Analysis and response plan, meeting notes

Action Step 2 5

School Wide Check in and Check out

Person Responsible

Leigh Prokop

Schedule

Weekly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Excel chart with partners and concerns

Action Step 3 5

Faculty and staff professional development on referrals

Person Responsible

Leigh Prokop

Schedule

On 5/25/2019

Evidence of Completion

Schedule of meeting, agendas

Action Step 4 5

Faculty training and support in Sanford Harmony program

Person Responsible

Marla Griffin

Schedule

Weekly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Calendar

Action Step 5 5

Implementation of the Chisholm Behavior Plan

Person Responsible

Leigh Prokop

Schedule

Weekly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Positive and discipline referral data

Action Step 6 5

Implementation of mentoring program

Person Responsible

Nicole McDonald

Schedule

Monthly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Calendar

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

Access KEEP report, perform data analysis, develop responses

Person Responsible

Leigh Prokop

Schedule

Monthly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Analysis and Plan

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

School Wide Check in and Check out

Person Responsible

Leigh Prokop

Schedule

Monthly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Excel chart with partners and concerns

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

Faculty and staff professional development on referrals

Person Responsible

Leigh Prokop

Schedule

On 9/25/2018

Evidence of Completion

Agenda

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

Faculty training and support in the Sanford Harmony program

Person Responsible

Marla Griffin

Schedule

Monthly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Agenda and minutes

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

Implementation of a positive referral program

Person Responsible

Leigh Prokop

Schedule

Weekly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Referral data

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

Implementation of a mentoring program

Person Responsible

Nicole McDonald

Schedule

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

Evidence of Completion

Record of mentoring teams

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

Monitoring Activity 1-6 for selected targets

Person Responsible

Leigh Prokop

Schedule

Monthly, from 8/25/2018 to 5/25/2019

Evidence of Completion

Discipline data

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 rigorous and engaging instruction based on the Florida Standards, then academic achievement will increase for all students.

G1.B1 Knowledge

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

Craig Zablo

Participants

Faculty and Administration

Schedule

On 5/31/2019

PD Opportunity 2

Create Professional Learning Calendar

Facilitator

School Leadership Team

Participants

Faculty and Administration

Schedule

On 3/29/2019

PD Opportunity 3

Establish structure quarterly IMPACT meetings, monthly data walks, weekly PLC and grade chair meetings.

Facilitator

Madison Miller

Participants

Faculty and Administration

Schedule

Weekly, from 8/25/2018 to 5/25/2019

PD Opportunity 4

District Personnel/Vendors to provide professional learning updates on school requested topics.

Facilitator

Various District Experts

Participants

Faculty and Administration

Schedule

Monthly, from 8/25/2018 to 5/25/2019

PD Opportunity 5

Conduct quarterly IMPACT days for all IMPACTS days

Facilitator

School Leadership Team

Participants

Faculty and Adminsitration

Schedule

Quarterly, from 8/25/2018 to 5/25/2019

PD Opportunity 6

Data Walks

Facilitator

School Leadership Team

Participants

Faculty and Administration

Schedule

Monthly, from 8/25/2018 to 5/25/2019

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

PD Opportunity 1

Provide training on the effective implementation of a PLC

Facilitator

School Leadership Team

Participants

Chisholm Teachers and Administrators

Schedule

On 8/29/2018

G1.B2 Discipline

G1.B2.S1 Provide appropriate training and support of students and teachers to reduce the amount of discipline concerns.

PD Opportunity 1

Faculty and staff professional development on referrals

Facilitator

Leigh Prokop

Participants

School faculty and staff

Schedule

On 5/25/2019

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 rigorous and engaging instruction based on the Florida Standards, then academic achievement will increase for all students.

G1.B1 Knowledge

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

TA Opportunity 1

Tracking and supporting the lowest quartile

Facilitator

SLT

Participants

Faculty and Administration

Schedule

Weekly, from 8/25/2018 to 5/25/2019

TA Opportunity 2

Family Nights

Facilitator

SLT

Participants

Faculty and Administration

Schedule

Quarterly, from 8/25/2018 to 5/25/2019

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

TA Opportunity 1

Develop a comprehensive overview of PLC norms and expectations

Facilitator

School Leadership Team

Participants

Chisholm Teachers and Administrators

Schedule

Weekly, from 8/25/2018 to 5/25/2019

TA Opportunity 2

Develop differentiated and targets teacher growth through PLC walk throughs and data analysis

Facilitator

School Leadership Team

Participants

Chisholm Teachers and Administrators

Schedule

On 5/25/2019

TA Opportunity 3

Conduct weekly grade chair meetings to target concerns, needs, and successes

Facilitator

Craig Zablo

Participants

School Leadership Team

Schedule

On 5/25/2019

G1.B2 Discipline

G1.B2.S1 Provide appropriate training and support of students and teachers to reduce the amount of discipline concerns.

TA Opportunity 1

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

Facilitator

Leigh Prokop

Participants

Craig Zablo, Leigh Prokop, Marla Griffin, Madison Miller, James Beringer

Schedule

Monthly, from 8/25/2018 to 5/25/2019

TA Opportunity 2

School Wide Check in and Check out

Facilitator

School Leadership Team

Participants

School faculty and staff

Schedule

Weekly, from 8/25/2018 to 5/25/2019

TA Opportunity 3

Faculty training and support in Sanford Harmony program

Facilitator

School Leadership Team

Participants

School faculty and staff

Schedule

Weekly, from 8/25/2018 to 5/25/2019

TA Opportunity 4

Implementation of the Chisholm Behavior Plan

Facilitator

School Leadership Team

Participants

Faculty/Administration

Schedule

Weekly, from 8/25/2018 to 5/25/2019

TA Opportunity 5

Implementation of mentoring program

Facilitator

SLT

Participants

Students and teachers

Schedule

Monthly, from 8/25/2018 to 5/25/2019

VII. Budget














1	G1.B1.S1.A1	Conduct and analyze Professional Learning Needs Assessment				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			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 structure quarterly IMPACT meetings, monthly data walks, weekly PLC and grade chair meetings.				\$0.00
4	G1.B1.S1.A4	District Personnel/Vendors to provide professional learning updates on school requested topics.				\$0.00
5	G1.B1.S1.A5	Conduct quarterly IMPACT days for all IMPACTS days				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0949 - Chisholm Elementary School	Other		\$0.00
6	G1.B1.S1.A6	Data Walks				\$0.00

7	G1.B1.S1.A7	Tracking and supporting the lowest quartile	\$0.00
8	G1.B1.S1.A8	Family Nights	\$0.00
9	G1.B1.S2.A1	Provide training on the effective implementation of a PLC	\$0.00
10	G1.B1.S2.A2	Develop a comprehensive overview of PLC norms and expectations	\$0.00
11	G1.B1.S2.A3	Develop differentiated and targets teacher growth through PLC walk throughs and data analysis	\$0.00
12	G1.B1.S2.A4	Conduct weekly grade chair meetings to target concerns, needs, and successes	\$0.00
13	G1.B2.S1.A1	Access KEEP report, perform data analysis, develop responses to data	\$0.00
14	G1.B2.S1.A2	School Wide Check in and Check out	\$0.00
15	G1.B2.S1.A3	Faculty and staff professional development on referrals	\$0.00
16	G1.B2.S1.A4	Faculty training and support in Sanford Harmony program	\$0.00
17	G1.B2.S1.A5	Implementation of the Chisholm Behavior Plan	\$0.00
18	G1.B2.S1.A6	Implementation of mentoring program	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S2.MA1 M424638	Grade Chair and PLC minutes	Zablo, Craig	8/25/2017	PLC calendar	5/25/2018 quarterly
G1.B1.S1.MA4 M424631	Establish structure quarterly IMPACT meetings, monthly data walks, weekly PLC and grade chair...	Miller, Madison	8/25/2018	Office 365, completed Rubrics, Calendar	8/25/2018 weekly
G1.B1.S1.MA6 M424633	Conduct quarterly IMPACT days	Miller, Madison	8/25/2018	Learning/data walks data and debriefs	8/25/2018 monthly
G1.B2.S1.MA6 M424645	Implementation of a mentoring program	McDonald, Nicole	8/25/2018	Record of mentoring teams	8/25/2018 monthly
G1.B1.S2.A1 A388616	Provide training on the effective implementation of a PLC	Prokop, Leigh	8/29/2018	Minutes and Email Correspondance	8/29/2018 one-time
G1.B2.S1.MA3 M424642	Faculty and staff professional development on referrals	Prokop, Leigh	8/25/2018	Agenda	9/25/2018 one-time
G1.B1.S1.A2 A388609	Create Professional Learning Calendar	Miller, Madison	8/20/2018	Schedule of Professional Learning	3/29/2019 one-time
G1.B1.S1.MA1 M424628	VXT data, i-ready, referral data, observations and walk-through data, Learning Walks, IMPACT team...	Prokop, Leigh	8/25/2018	VXT's, I-ready, ESW, KEEP Report, Learning walk data	5/25/2019 weekly
G1.B1.S1.MA1 M424629	Analysis of Professional Learning needs assessment	Zablo, Craig	8/25/2018	Calendar of Professional Learning	5/25/2019 one-time
G1.B1.S1.MA3 M424630	Implementation of Professional Learning Calendar	Miller, Madison	8/25/2018	PL calendar, My PGS records as appropriate	5/25/2019 monthly
G1.B1.S1.MA5 M424632	District personnel and vendors to provide learning updates on school requested topics	Miller, Madison	8/25/2018	PL calendar	5/25/2019 monthly
G1.B1.S1.MA7 M424634	Data Walks	Zablo, Craig	8/25/2018	Data and charts	5/25/2019 monthly
G1.B1.S1.MA8 M424635	Tracking and supporting the lowest quartile.	Prokop, Leigh	8/25/2018	Data, charts, weekly grade level chair meeting notes	5/25/2019 weekly
G1.B1.S1.MA9 M424636	Family Nights	Griffin, Marla	8/25/2018	Meeting minutes and surveys	5/25/2019 quarterly
G1.B1.S1.A3 A388610	Establish structure quarterly IMPACT meetings, monthly data walks, weekly PLC and grade chair...	Miller, Madison	8/25/2018	Calendars and Minutes	5/25/2019 weekly
G1.B1.S1.A4 A388611	District Personnel/Vendors to provide professional learning updates on school requested topics.	Miller, Madison	8/25/2018	Schedule, topics, attendance	5/25/2019 monthly
G1.B1.S1.A5 A388612	Conduct quarterly IMPACT days for all IMPACTS days	Miller, Madison	8/25/2018	Schedule and O365 sites	5/25/2019 quarterly
G1.B1.S1.A6 A388613	Data Walks	Miller, Madison	8/25/2018	Schedule, O365, walk through reflections	5/25/2019 monthly
G1.B1.S1.A7 A388614	Tracking and supporting the lowest quartile	Miller, Madison	8/25/2018	PLC data trackers	5/25/2019 weekly
G1.B1.S1.A8 A388615	Family Nights	Prokop, Leigh	8/25/2018	survey results	5/25/2019 quarterly
G1.B2.S1.MA1 M424639	Monitoring Activity 1-6 for selected targets	Prokop, Leigh	8/25/2018	Discipline data	5/25/2019 monthly

Volusia - 0949 - Chisholm Elementary School - 2018-19 SIP
Chisholm Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1  M424640	Access KEEP report, perform data analysis, develop responses	Prokop, Leigh	8/25/2018	Analysis and Plan	5/25/2019 monthly
G1.B2.S1.MA2  M424641	School Wide Check in and Check out	Prokop, Leigh	8/25/2018	Excel chart with partners and concerns	5/25/2019 monthly
G1.B2.S1.MA4  M424643	Faculty training and supprt in the Sanford Harmony program	Griffin, Marla	8/25/2018	Agenda and minutes	5/25/2019 monthly
G1.B2.S1.MA5  M424644	Implemenation of a positive referral program	Prokop, Leigh	8/25/2018	Referral data	5/25/2019 weekly
G1.B2.S1.A1  A388620	Access KEEP report, perform data analysis, develop responses to data	Prokop, Leigh	8/25/2018	Analysis and response plan, meeting notes	5/25/2019 monthly
G1.B2.S1.A2  A388621	School Wide Check in and Check out	Prokop, Leigh	8/25/2018	Excel chart with partners and concerns	5/25/2019 weekly
G1.B2.S1.A3  A388622	Faculty and staff professional development on referrals	Prokop, Leigh	8/25/2018	Schedule of meeting, agendas	5/25/2019 one-time
G1.B2.S1.A4  A388623	Faculty training and support in Sanford Harmony program	Griffin, Marla	8/25/2018	Calendar	5/25/2019 weekly
G1.B2.S1.A5  A388624	Implementation of the Chisholm Behavior Plan	Prokop, Leigh	8/25/2018	Positive and discipline referral data	5/25/2019 weekly
G1.B2.S1.A6  A388625	Implementation of mentoring program	McDonald, Nicole	8/25/2018	Calendar	5/25/2019 monthly
G1.B1.S2.MA1  M424637	Student Achievement Data	Zablo, Craig	8/25/2018	VXT and I-ready	5/25/2019 quarterly
G1.B1.S2.A2  A388617	Develop a comprehensive overview of PLC norms and expectations	Prokop, Leigh	8/25/2018	PLC minutes	5/25/2019 weekly
G1.B1.S2.A3  A388618	Develop differentiated and targets teacher growth through PLC walk throughs and data analysis	Miller, Madison	8/25/2018	PLC minutes and data sheets	5/25/2019 one-time
G1.B1.S2.A4  A388619	Conduct weekly grade chair meetings to target concerns, needs, and successes	Zablo, Craig	8/25/2018	Meeting Minutes	5/25/2019 one-time
G1.B1.S1.A1  A388608	Conduct and analyze Professional Learning Needs Assessment	Zablo, Craig	6/25/2018	Needs assessment, results and analysis	5/31/2019 one-time
G1.MA1  M424646	Monitoring Activity 1-6 for selected strategies	Prokop, Leigh	8/25/2019	Discipline data	8/25/2019 monthly