



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Chisholm Elementary School

557 RONNOC LN

New Smyrna Beach, FL 32168

386-426-7340

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 73%
Alternative/ESE Center No	Charter School No	Minority Rate 32%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 B
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Chisholm Elementary School

Principal

Kelly Carter

School Advisory Council chair

Johna Norman

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
	Principal
	TOA
	Academic Coach
	Guidance Counselor

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC membership are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC is actively involved giving input towards the school improvement plan and reviewing school data that drives the Targets of the current years school improvement plan.

Activities of the SAC for the upcoming school year

September:

School Improvement Plan input and sharing of the school data discussion of expectations of SAC membership

Agreement of the schedule of meetings (frequency, time, place)
 Introduction of the budget and budget issues
 Hold public input night
 October/November
 Introduction of legislative issues
 SAC training for new members
 Monitoring SIP goals
 Decide on Climate Survey timeline and which survey to use
 Final approval of SIP by school board
 New Curriculum programs
 January
 Midyear progress report on goal status
 Discussion of the correlation between the goals and FCAT
 February/March
 FCAT, technology, communication, SAC training topics, understanding VIPS, hot topics such as School Cafe, transportation and/or local issues
 Begin planning for Climate Surveys
 April/May
 Discussion of Climate Survey results
 Report FCAT data
 Evaluate current objectives
 Summarize the year & celebrate successes
 Address any other outstanding issues
 Final Budget report
 Conduct SAC elections for 2014-2015

Projected use of school improvement funds, including the amount allocated to each project

Registration Fee for Art teacher to attend Art Conference \$140.00
 Parent Involvement Night \$500.00
 Instructional Materials requested from faculty \$1,200.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kelly Carter		
Principal	Years as Administrator: 10	Years at Current School: 4
Credentials	BS-Elementary MA-Educational Leadership	
Performance Record	2012-2013 C School; (69%R/65%M; 57%R/56%M; 37%R/52%M) 2011-2012 B School; (68%R/63%M; 66%R/72%M; 64%R/38%M) 2010-2011 B School; AYP 82%; (78%R/77%M; 59%R/56%M;63%R/43%M)* 2009-2010 B School; AYP 85%; (79%R/72%M; 65%R/67%M; 47%R/52%M)* 2008-2009 A School; AYP 90% (69%R/58%M; 63%R/55%M; 54%R/58%M)* 2007-2008 A School; AYP 95% (77%R/79%M; 73%R/77%M; 62%R/67%M)* 2006-2007 A school; AYP 97% (75%R/74%M; 78%R/63%M; 59%R/60%M)* 2005-2006 A School; AYP 92% (73%R/75%M; 63%R/69%M; 55%R/No data available for Math)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)	

Tracy Buckner		
Asst Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	AA Degree BS Degree in Elementary Education MED Degree in Educational Leadership	
Performance Record	2012-2013 C (55%R/52%M; 31%R/65%M; 52%R/54%M) 2011-2012 B 59 52 66 62 53 63 2010-2011 A 85 80 70 74 69 71 2009-2010 A 81 78 77 59 66 71 50 67 2008-2009 A 80 75 91 61 68 69 61 69 2007-2008 A 81 79 69 53 71 71 65 73 2006-2007 B 77 73 73 42 67 65 58 51 2005-2006 B 79 73 62 60 66 57 N/A 2004-2005 A 83 80 78 69 75 60 N/A	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Johna Norman		
Full-time / School-based	Years as Coach: 2	Years at Current School: 10
Areas	Other	
Credentials	BA in Early Childhood Education	
Performance Record	2012-2013 C School; (69%R/65%M; 57%R/56%M; 37%R/52%M)	

Classroom Teachers

of classroom teachers

30

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

, 0%

ESOL endorsed

8, 27%

reading endorsed

2, 7%

with advanced degrees

8, 27%

National Board Certified

1, 3%

first-year teachers

0, 0%

with 1-5 years of experience

6, 20%

with 6-14 years of experience

11, 37%

with 15 or more years of experience

13, 43%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

100, 10000%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)
Administration June 2014
2. Leadership Opportunities Administration June 2014
3. Professional Development Administration June 2014
4. PLC Activities PLC June 2014
5. Participation in District Job Fair and Recruitment Activities
Administration June 2014

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

N/A We do not currently have any teachers in their first year that require a mentor.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 5,760

Students struggling in core academic subjects will attend CSI summer program. Instruction will integrate subject areas with provided resources and materials.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will monitor Progress weekly.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers are responsible for implementation.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
	Principal
	School Psychologist
	Guidance Counselor
	School Social Worker
	Staffing Specialist
	Speech Language Pathologist
	ESE Teacher
	Administrative TOA
	Academic Coach
	General Education Teacher
	Media Specialist
	Curriculum Specialists

How the school-based LLT functions

The Chisholm Elementary Literacy Team (LLT) functions as a natural extension of the school's Problem Solving Team (PST). Chisholm's PST includes Rti as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of our school. Core members of the PST are the principal, assistant principal, administrative- TOA, curriculum specialists, school psychologist, guidance counselor, and media specialist. In addition, since parent collaboration is essential for the success of PS/LLT implementation, parent input will be actively sought to enhance student outcomes. Chisholm Elementary LLT will focus problem solving/Response to Intervention meetings around two essential questions:

1. "How will we respond when they don't learn' and
2. "How will we respond when they already know it?"

The team will meet monthly and when additional support is requested to engage in the following activities:

*Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks.

*For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade- level proficiency as appropriate.

* For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning, i.e. on-site gifted program and step-up program.

Major initiatives of the LLT

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

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	69%	No	75%
American Indian				
Asian				
Black/African American	40%	48%	Yes	46%
Hispanic				
White	78%	74%	No	81%
English language learners				
Students with disabilities	33%	13%	No	40%
Economically disadvantaged	65%	58%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	31%	35%
Students scoring at or above Achievement Level 4	58	37%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	58	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	10	37%	50%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	20	39%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	65%	Yes	67%
American Indian				
Asian				
Black/African American	35%	35%	Yes	42%
Hispanic				
White	72%	74%	Yes	75%
English language learners				
Students with disabilities	33%	13%	No	40%
Economically disadvantaged	53%	60%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	27%	28%
Students scoring at or above Achievement Level 4	60	38%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	57	56%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	52%	57%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	20%
Students scoring at or above Achievement Level 4	30	55%	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	200	50%	75%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	10	3%	2%
Students who are not proficient in reading by third grade	14	26%	14%
Students who receive two or more behavior referrals	6	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Please see the PIP.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Please see the PIP			

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

G1. To have teachers analyze grade level data writing prompts in a monthly PLC setting.

Goals Detail

G1. To have teachers analyze grade level data writing prompts in a monthly PLC setting.

Targets Supported

- Writing

Resources Available to Support the Goal

- Consistent School Wide Writing Program
- Use of a District Provided Writing Coach

Targeted Barriers to Achieving the Goal

- A barrier for our writing instruction would be limited resources.

Plan to Monitor Progress Toward the Goal

Student produced Writing Prompts

Person or Persons Responsible

Classroom Teacher, Academic coach, and administration

Target Dates or Schedule:

Monthly PLC data chats

Evidence of Completion:

PLC reflections

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To have teachers analyze grade level data writing prompts in a monthly PLC setting.

G1.B1 A barrier for our writing instruction would be limited resources.

G1.B1.S1 With the support of the District provided Writing Coach we will identify research based materials to support writing instruction, train classroom teachers on materials and resources, and classroom teachers will implement materials and resources.

Action Step 1

Kathy Robinson Narrative and Expository Workbooks, Previous years FCAT writing samples, FCAT 2.0 Anchor papers

Person or Persons Responsible

4th grade team, Academic Coach, District Writing Coach, Administration

Target Dates or Schedule

September

Evidence of Completion

Daily use of materials

Facilitator:

District Writing Coach

Participants:

4th grade teachers

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

Use of FCAT 2.0 Anchor charts, student completion within the narrative and expository workbooks

Person or Persons Responsible

4th grade teachers

Target Dates or Schedule

During Writing Instruction

Evidence of Completion

Data brought to monthly PLC meetings.

Plan to Monitor Effectiveness of G1.B1.S1

The planning, delivery, and followup of Instructional Practices

Person or Persons Responsible

4th grade teachers

Target Dates or Schedule

During Monthly PLC data chats

Evidence of Completion

Data Charts

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

****Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Chisholm Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

**** Title I, Part C

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

****Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

****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
- Peer Mediation 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

****Housing Programs

N/A

****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.

****Adult Education

N/A

****Career and Technical Education

N/A

****Job Training

Chisholm Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To have teachers analyze grade level data writing prompts in a monthly PLC setting.

G1.B1 A barrier for our writing instruction would be limited resources.

G1.B1.S1 With the support of the District provided Writing Coach we will identify research based materials to support writing instruction, train classroom teachers on materials and resources, and classroom teachers will implement materials and resources.

PD Opportunity 1

Kathy Robinson Narrative and Expository Workbooks, Previous years FCAT writing samples, FCAT 2.0 Anchor papers

Facilitator

District Writing Coach

Participants

4th grade teachers

Target Dates or Schedule

September

Evidence of Completion

Daily use of materials

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To have teachers analyze grade level data writing prompts in a monthly PLC setting.	\$1,500
Total		\$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title 1 Funds	\$1,500	\$1,500
Total	\$1,500	\$1,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To have teachers analyze grade level data writing prompts in a monthly PLC setting.

G1.B1 A barrier for our writing instruction would be limited resources.

G1.B1.S1 With the support of the District provided Writing Coach we will identify research based materials to support writing instruction, train classroom teachers on materials and resources, and classroom teachers will implement materials and resources.

Action Step 1

Kathy Robinson Narrative and Expository Workbooks, Previous years FCAT writing samples, FCAT 2.0 Anchor papers

Resource Type

Professional Development

Resource

Kathy Robinson Narrative and Expository Workbooks, FCAT 2.0 Anchor Charts

Funding Source

Title 1 Funds

Amount Needed

\$1,500