

Chisholm Elementary School



2014-15 School Improvement Plan

Chisholm Elementary School

557 RONNOC LN, New Smyrna Beach, FL 32168

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
73%

Alternative/ESE Center
No

Charter School
No

Minority
32%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	B

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are loving to learn, learning to grow, and growing to succeed.

Provide the school's vision statement

Chisholm Elementary school believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in all school activities.

School Environment

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

The school guidance counselor has in place programs to promote cultural awareness and speaks to classrooms on various items. Each class attends a session at least once a month with the counselor. She is full time in our school this year so the student body has access to her service. She has the ability to tailor instruction to the needs of each class. She is able this year to address various cultural issues in our school and celebrate various months on the calendar dedicated to cultures for study.

Fill a Bucket

Anti-Bullying campaigns

Black History Month

Hispanic History

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

In the area of Character Education "How Full Is Your Bucket?" is a hook for discussions on kindness, looking for the good in yourself and others, with an emphasis on kindness. Each class receives a bucket and with each compliment is allowed to put a cotton ball in the bucket with prizes when the bucket is filled. The compliments come from adults on our campus in various capacities. There is a box in the media center to help report anonymously any incidents of bullying. All items placed in the box are investigated in a timely manner.

The School Leadership team provides policies and procedures intended to promote safety and security in our school. Arrival and dismissal procedures at the school are in place with many adults for the supervision of students as they move about our school.

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

Through the PST process and the EWS (Early Warning System) Chisholm is able to collect data, analyze it and implement various behavior strategies that aid students and assist teachers in the development of life long skills.

Many teachers have implemented behavior monitoring devices on various levels to track and assist in student behavior monitoring. This data can help students learn to positively impact the learning environment in our classrooms. Our guidance counselor has implemented the "fill a bucket" positive reinforcement in our school where classes receive a compliment from an adult and a cotton ball is

placed in a bucket in the classroom. When the bucket is filled the class's picture is taken and displayed in the front office.

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

Chisholm has a full time guidance counselor this year which enables the needs of our students being met on a more personalized basis. Classes meet with her at least once a month on various subjects and needs of particular grade levels. Some of the subjects being discussed with our students during the school year include but are not limited to

- Character Education
- Anti-bullying Campaign
- Red Ribbon Week
- Fill a Bucket

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

Early Warning Systems

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

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

Chisholm Elementary regularly access the early warning system (EWS) report which is based on the following criteria and is available to all schools within the district.

- overage for grade
- 2 or more referrals
- unweighted GPA (below 2.0)
- attendance below 90%
- 1 or more suspensions for school year
- FCAT Math or Reading at level 1 from prior year

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

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

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

Indicator	Grade Level			Total
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	2	5	2	9

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	2	5	2	9

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 determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated become the focus of school wide-intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based interventions are developed to address the areas of concern for our students.

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

The school builds and sustains partnerships with the local community by holding such events as Meet the Teacher, Open House, Good News Club, Papa Johns (academic coupons) and various other community business partners. Each group provides various services at our school to build the partnership between community and academics.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Lewis, Kelly	Principal
Stevens, Kimberly	Assistant Principal
Norman, Johna	Instructional Coach
Hemings, Susan	Instructional Coach
Frey, Kimberly	Teacher, K-12
Hayward, Doris	Instructional Media
Hopkins, Terri	Teacher, K-12
Tappan, Katie	Teacher, K-12
McDonald, Nicole	Teacher, K-12
Beverly, Rekia	Teacher, K-12
Evans, Anne	Teacher, K-12

Duties

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

The school-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.

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 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kimberly Burcham-Stevens	Education Support Employee
Kelly Carter	Principal
Johna Norman	Teacher
Connie Walter	Education Support Employee
Tahna Cubbedge	Parent
Aaron Dill	Business/Community
Susan Harding	Parent
Barbara Witt	Parent
Susan Marteeny	Parent

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The district provides the amount of funds available to the SAC committee. We make sure that funds spent tie back to our school improvement plan for our school. Each expenditure is approved by the committee at meetings monthly. The teachers then report back to the committee how the information learned will be implemented into the classroom.

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lewis, Kelly	Principal
Stevens, Kimberly	Assistant Principal
Frey, Kimberly	Teacher, K-12
Hayward, Doris	Instructional Media
Hemings, Susan	Teacher, K-12
Hopkins, Terri	Teacher, K-12
McDonald, Nicole	Teacher, K-12
Norman, Johna	Teacher, K-12
Tappan, Katie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Chisholm LLT will work to support all district initiatives for literacy, learning and on-going implementation of school wide goals:

- * Spelling Bee
- *Young Authors
- *Dramatic Productions

Our LLT works with teachers to help them develop strategies when teachers are unable to answer "What we will we do when they do not get it?" and "How will we respond when they already get it?" the school based LLT identifies school based resources to determine the continuum of literacy support available to students within our school.

Public and Collaborative Teaching

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

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

Common planning at grade levels, PLC not only grade level but school as well, Lesson Studies, Professional Development and academic coaching are critical to help build positive collaborative relationships on our campus among teachers. Common planning allows teachers to participate in weekly PLC's, make recommendations for students to be reviewed and assisted by the school PST (Problem Solving Team). In the PLC teachers are encouraged and supported to work together on common goals with clear objectives. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their lesson study experiences.

The use of academic coaches to assist with teachers collaborations and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional reviews combined with administrative walk throughs provide leadership with data to identify areas in which additional followup up coaching is needed. The leadership team meets weekly to talk about what trends are being seen in the classrooms. The process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits from peers. The coaches work side by side with teachers to enhance instruction.

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

1. 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

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

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

All new/beginning teachers are paired with a district PAR (Peer Assistance and Review) teacher for formal mentoring/coaching support. In addition school based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

At the elementary level the district leads teachers in the creation of curriculum maps and resources for all grade levels and content areas. These maps and resource guides are all aligned to the current state standards. PLC's Lesson Study and coaching help ensure that instruction is aligned to the Florida Standards, well-paced, engaging and rigorous.

Instructional Strategies

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

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

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

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

Strategy: After School Program

Minutes added to school year: 2,160

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Norman, Johna, jrnorman@volusia.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: After School Program

Minutes added to school year: 0

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

Strategy Rationale

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

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Lewis, Kelly, krlewis@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 that success of individual students as well as the effectiveness of the strategy as a whole.

Student Transition and Readiness

PreK-12 Transition

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

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

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.** Chisholm Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis.

- G2.**

- G3.**

- G4.**

Strategic Goals Detail

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

G1. Chisholm Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis. 1a

G051563

Targets Supported 1b

Indicator	Annual Target
Math Gains	3.0
Math Lowest 25% Gains	2.0

Resources Available to Support the Goal 2

- 1- Academic Coaches will assist in PLC's to analyze district assessments to guide further instruction.
- 2- Thinking Math Collaboration will enable teachers to work together toward common assessments..
- 3- Gradual Release Model implementation will enable teachers to give students more input into classroom learning.
- Currently on staff for this school year there are two academic coaches to work with teachers and provide resources.
- Differentiated instruction Training

Targeted Barriers to Achieving the Goal 3

- Limited time during the school day currently for common planning.

Plan to Monitor Progress Toward G1. 8

Progress will be monitored by accessing data from the state mandatory testing and Volusia County testing.

Person Responsible

Johna Norman

Schedule

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

Evidence of Completion

Progress monitoring by PLC members will enable differentiation to occur for our student population.

G2. 1a

G051564

Targets Supported 1b


Indicator	Annual Target
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Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

G3. 1a

 G051565

Targets Supported 1b


Indicator	Annual Target
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Resources Available to Support the Goal 2

·
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Targeted Barriers to Achieving the Goal 3

G4. 1a

 G051566

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Chisholm Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis. **1**

 G051563

G1.B2 Limited time during the school day currently for common planning. **2**

 B129537

G1.B2.S1 Provide substitutes to give all levels a chance to have common planning time to develop common assessments and instructional support **4**

 S141672

Strategy Rationale

It will allow for all teachers to have ownership on the assessments and planning for instruction for the grade level.

Action Step 1 **5**

Substitutes will be provided for time to allow for common planning by grade level.

Person Responsible

Kimberly Stevens

Schedule

Semiannually, from 10/6/2014 to 6/1/2015

Evidence of Completion

Evidence of the completed artifact by grade level will document the progress made by each team.

Action Step 2 5

PLC time will be utilized for the discussion of district and state testing requirements.

Person Responsible

Johna Norman

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Action Step 3 5

Teachers will participate in Thinking Math school wide in monthly training.

Person Responsible

Kelly Lewis

Schedule

Monthly, from 8/18/2014 to 5/4/2015

Evidence of Completion

implementation of the strategies learned within the class.

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

Monitoring will take place by examining the results from district and state level testing. After examining the results differentiation will occur to make progress in preparation for state and district testing.

Person Responsible

Kelly Lewis

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Monitoring the scores from the district level testing will provide evidence for differentiation within classrooms.

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

Results of the finished product from the common planning will be monitored by the Instructional teams.

Person Responsible

Kimberly Stevens

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Tangible common assessments will be developed and shared across grade levels. Data chats will occur from results from district testing to help teachers differentiate within the classrooms.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Substitutes will be provided for time to allow for common planning by grade level.	Stevens, Kimberly	10/6/2014	Evidence of the completed artifact by grade level will document the progress made by each team.	6/1/2015 semiannually
G1.B2.S1.A2	PLC time will be utilized for the discussion of district and state testing requirements.	Norman, Johna	8/18/2014		6/5/2015 monthly
G1.B2.S1.A3	Teachers will participate in Thinking Math school wide in monthly training.	Lewis, Kelly	8/18/2014	implementation of the strategies learned within the class.	5/4/2015 monthly
G1.MA1	Progress will be monitored by accessing data from the state mandatory testing and Volusia County testing.	Norman, Johna	8/18/2014	Progress monitoring by PLC members will enable differentiation to occur for our student population.	6/2/2015 monthly
G1.B2.S1.MA1	Results of the finished product from the common planning will be monitored by the Instructional teams.	Stevens, Kimberly	9/1/2014	Tangible common assessments will be developed and shared across grade levels. Data chats will occur from results from district testing to help teachers differentiate within the classrooms.	6/5/2015 quarterly
G1.B2.S1.MA1	Monitoring will take place by examining the results from district and state level testing. After examining the results differentiation will occur to make progress in preparation for state and district testing.	Lewis, Kelly	8/18/2014	Monitoring the scores from the district level testing will provide evidence for differentiation within classrooms.	6/5/2015 monthly
G4.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Chisholm Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis.

G1.B2 Limited time during the school day currently for common planning.

G1.B2.S1 Provide substitutes to give all levels a chance to have common planning time to develop common assessments and instructional support

PD Opportunity 1

Teachers will participate in Thinking Math school wide in monthly training.

Facilitator

Academic Coaches and Administration will monitor the progress through PLC's and Professional Development activities in grade levels.

Participants

All core teachers at Chisholm Elementary

Schedule

Monthly, from 8/18/2014 to 5/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Chisholm Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis.	16,900
Grand Total	16,900

Goal 1: Chisholm Elementary will increase the effectiveness with which all teachers differentiate instruction on a daily basis.

Description	Source	Total
B1.S1.A1	Title I Part A	0
B2.S1.A3 - Thinking Math Training	Title I Part A	16,900
Total Goal 1		16,900