

Champion Elementary School

921 TOURNAMENT DR, Daytona Beach, FL 32124

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Champion Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Through the combined efforts of home, school, and community, we will work as a team to provide each student with the best opportunity to learn.

b. Provide the school's vision statement.

We believe in our children and are committed to their success.

We believe in individuality and we value diversity.

We believe that the attributes of pride, respect, and responsibility are modeled by all staff.

2. School Environment

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

Through the participation of social events such as open house, meet the teacher, holiday shows and school nights at participating businesses, the school learns about students cultures and builds the relationships between the teachers and students.

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

Teachers greet students as they exit the buses and enter from parent drop off in the morning as they walk to the cafeteria for breakfast. Once they enter into the cafeteria they are greeted again by teachers who are there to assist the students as they get breakfast. In the afternoon students are accompanied by teachers and safety patrols to the bus and parent pick up to ensure that they get home safely. They are also safe in the classrooms because of our locked doors and students walk throughout the campus using our buddy system.

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 behavioral systems in place are CHAMPS, school wide rules and individual student behavioral contracts as needed. These help keep students engaged during instructional time. The guidance department also provides social skills on morning news daily and recognizes students of the week each Friday.

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.

Our guidance counselor goes on the morning news each morning and does a program that teaches children social skills. She also offers individual counseling to students as needed.

3. Early Warning Systems

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

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

Our school's early warning system addresses the following areas:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Subject failure in English Language Arts or Mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	28	22	20	14	11	9	0	0	0	0	0	0	0	104
One or more suspensions	11	19	20	22	28	20	0	0	0	0	0	0	0	120
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	33	34	25	0	0	0	0	0	0	0	92

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	4	0	10	10	0	0	0	0	0	0	24

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The Academic Team, Behavioral Leadership Team, Grade Level Chairs, and Principal Planning Team meet throughout the year to discuss strategies and interventions to consider, employ, or review to address students who have been identified by the early warning system and also to consider preventative measures. Areas that are addressed are: attendance and display of age appropriate work/study skills; maintenance of positive interaction with peers and adults; and demonstration of self-control and appropriate responses to stressful atypical events.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

Champion will increase the number of parents involved in Parent To Kids by widening the target group to include second grade through fifth grade; making the target grade levels K-2, and 3-5 In this program, the parents are provided strategies, activities and materials to help support their child's learning. The students are taught specific strategies to help them increase their performance.

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.

Champion has in excess of 20 Business Partners and Community Partnerships that support and collaborate with us to provide successful opportunities for our students.

We invite our Business Partners and Community Partnerships to share their expertise, experience, or resources with our students. Our school-based volunteer coordinator and business partner coordinator encourages our partners to mentor, support our events, or provide family night experiences. Our purpose is to help match our community resources to the specific requests of our school. Some of the great experiences we share with our students and Business Partners and Community Partnerships are: Storybook Character Day, Polar Express Day, A Day at the Ballpark, Hands-on FSA Night, Math & Science Night, Red Lobster Day, Writers are Readers Workshop, Parent-to-Kids, Storybook Theatre, Jump Rope for Heart, Tijuana Flats Family Night, Dairy Queen Family Night, Bob Evans Family Night, Publix math night, Family night at the museum, Bethune Cookman mentors, Pinnacle night and Cyber Safety.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Bull, Maryann	Principal
Smith, Monica	Assistant Principal

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's Rtl leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes Rtl 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 the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, intervention teachers and adhoc teachers. In addition, since parent collaboration is essential for the success of PST/Rtl implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PST/Rtl meetings around two PLC 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 meets regularly 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 student 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.

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 Problem Solving/Rtl Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Funding for our program and staff allocation come from Title 1 and align to the needs of 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 Champion Elementary include:

- Academic Coaches for the purpose of comprehensive staff development
- Family Center Paraprofessional who facilitates our extensive parent involvement program
- Academic Intervention Teachers to provide interventions for students in phonics and comprehension via a push-in/small group model, to provide interventions for students in text dependent questions and prompt writing via a push - in/small group model, and to provide math interventions for students aligned with standards.
- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on - going staff development as determined by the results of FSA data

Title I, Part C-Migrant

Not Applicable

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 provides ongoing Professional Development 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 progress monitor the ELL students to identify specific needs, target interventions/enrichments to 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. Champion Elementary utilizes these resources through the following:

- After School Tutoring in Math
- After School Tutoring in Reading
- Science Camp
- FSA Camp

Violence Prevention Programs

The school offers the following non-violence and anti -drug programs:

- Student mentoring program
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying program Teens against violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

Champion Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes

Housing Programs

Not Applicable

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
 Not Applicable

Career and Technical Education
 Not Applicable

Job Training
 Champion 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
April Knorr	Teacher
Dr. Maryann Bull	Principal
Tom Riley	Education Support Employee
Vanessa McCarthy	Parent
Tom Bull	Business/Community
Monica Smith	Teacher
Erin Sautter	Teacher
Kathy Wainscott	Business/Community
Jim Wainscott	Business/Community
Cesar Roques	Parent
Karla Roques	Parent
Roberta Ford	Parent
Kris Light	Teacher
Michael Robinson	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Champion Elementary SAC meets on the second Wednesday of each month. At the April and May meetings, an end of the year review and evaluation of last year's school improvement plan is accomplished. Input from faculty was discussed, as were questions, concerns, and input from the SAC team. Any SAC team suggestions are discussed and included in the plan as appropriate.

b. Development of this school improvement plan

The SIP-School-Based Leadership Team writes and submits the SIP to SAC committee for review and approval. The rough draft of the SIP is shared and SAC members add suggestions and comments. Once the final draft of the SIP is created the SAC committee votes on the implementation. When majority votes are received the SIP is Implemented, monitored, evaluated and modified as applicable.

c. Preparation of the school's annual budget and plan

The budget team meets with administration to discuss, plan, appropriate to categories, and ultimately disseminate the budget. The final budget allocation and disbursement is shared with the faculty and SAC.

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

With the balance of funds remaining in the 2014-15 School Improvement budget, we paid for: Professional Development Opportunities for teachers (example FAME Conference) and Student Planners for first through fifth grade students (Amount \$1900.00) and Kindergarten folders (\$200).

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
Bull, Maryann	Principal
Knorr, April	Teacher, K-12
Snipes, Buffy	Teacher, K-12
Smith, Monica	Assistant Principal

b. Duties

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

The team meets regularly 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.

D. Public and Collaborative Teaching

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

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

The school's master schedule is designed to provide common planning times, to encourage team planning, and including collaborative planning and instruction time. Teachers are provided Professional Development opportunities to collaborate, plan and share, during school-wide PD days, Data Days and/or faculty meetings, in the areas of : Florida Standards, Differentiated Instruction, SIPPS, along with updates to CHAMPS, Kagan Strategies, Response to Literature, Thinking Math K-5 and Guided Reading. During the district provided early release days, professional development is provided.

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

1. Carefully review and validate all future applicants' qualifications and only hire highly qualified teachers.
2. Encourage, inspire, support, and provide professional development for current highly qualified staff.
3. Network with Community and Business Partners
4. Celebrate/Teacher Recognition.
5. Provide new teacher mentors-peer mentors
6. Encourage, inspire, leadership and advancement opportunities
7. Encourage, inspire, and provide PLC opportunities

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

Shawna Corcoran is the mentee and he mentor is Carrie Enck. Tessa Marinili is the mentee and her mentor is Lauren Goldstone. Kim Tarr is new to the ESE department and her mentor is Adriene Reck. Each teacher mentor, receives district mentor training, and each mentor has taught many years in a similar grade level, which makes this an appropriate pairing. Mentoring activities include the following: assistance, supervised support, guidance, professional development, guided resource, observations, conferencing, dissemination and clarification of procedure and policies.

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.

The school ensures its core instructional programs and materials are aligned to the Florida Standards in its use of the district curriculum maps and guidelines, the district program of studies, all text or materials used are State adopted or approved, along with being aligned to the 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 Academic Team, Problem-Solving Team (PST) and administration collectively function as an explicit step of problem solving and addressing individual, as well as class, grade-level, and school-wide issues. The PST is embedded in the infrastructure of the school, which invites parents to review data with them to actively seek interventions, strategies, and ultimately a plan to support student success. Monthly data meetings provide grade-level teams the opportunity to analyze data that 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.

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: 0

Students are receiving enrichment opportunities through music, art, dance, drama, percussion and chorus.

Strategy Rationale

Extend and enhance learning for all students

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bull, Maryann, mbull@volusia.k12.fl.us

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

Increase student academic performance.

Strategy: After School Program

Minutes added to school year: 2,160

District Tutoring- STAR Tutoring Program is provided to identified students for after school tutoring. Tutors meet with students individually and each student also works independently on the computer with appropriate leveled material.

Strategy Rationale

The STAR Tutoring Program is a research-based intervention program and strategies to support individual student needs in reading, math, writing, and science during the STAR tutoring after-school program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bull, Maryann, mbull@volusia.k12.fl.us

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

Data will be collected through i-Ready and correlated with other school data, such as VST, VLT, VMT.

Strategy: Extended School Day

Minutes added to school year: 2,160

After school tutoring is provided with Title 1 funds to students grades 2-5. Students meet in small groups, twice a week for 1 1/2 hours sessions for 12 weeks. Tutoring areas cover reading, math, and writing.

Strategy Rationale

As a Title 1 school, we incorporate research-based tutoring and strategies to support individual student needs in reading, math, writing, and science by certified teachers. Students also work on the 3rd Grade portfolio during after-school tutoring.

Strategy Purpose(s)

- Core Academic Instruction

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

The data collected and analyzed are the district reading and math interims. In addition, the 3rd Grade portfolio assessment data is also collected and analyzed.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.

Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.

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. Upcoming Kindergarten students will be given a pre-placement academic screener during orientation to assist with the appropriate placement of students.

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.

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

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

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.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all students are engaged in standards-aligned instruction, supported by professional learning, then student achievement will increase. Professional learning will support ELA and Math learning gains.

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 students are engaged in standards-aligned instruction, supported by professional learning, then student achievement will increase. Professional learning will support ELA and Math learning gains. 1a

G083523

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
FSA ELA Achievement	50.0
FCAT 2.0 Science Proficiency	60.0
Discipline incidents	5.0

Targeted Barriers to Achieving the Goal 3

- Student Behavior
- Skills/Knowledge
- Time and Resources
-

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 money
- SAC funds
- PTA funds
- Possible support from community member/business partners
- Professional Development
- Data days
- PLC time
- Academic Coach
- Champion ESE staff
- Time for collaboration
- District personnel/staff
- School based trainers
- VSET classroom teacher rubric

Plan to Monitor Progress Toward G1. 8

SIP progress monitoring meeting

Person Responsible

Maryann Bull

Schedule

On 6/8/2016

Evidence of Completion

SIP progress monitoring meeting minutes and Sign-in sheets

Plan to Monitor Progress Toward G1. 8

SIP midyear review

Person Responsible

Maryann Bull

Schedule

On 2/8/2017

Evidence of Completion

midyear review in CIMS

Plan to Monitor Progress Toward G1. 8

State assessments results

Person Responsible

Maryann Bull

Schedule

On 6/28/2017

Evidence of Completion

Step zero for 2017-2018 SIP

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. If all students are engaged in standards-aligned instruction, supported by professional learning, then student achievement will increase. Professional learning will support ELA and Math learning gains. **1**

 G083523

G1.B1 Student Behavior **2**

 B221540

G1.B1.S1 Support teachers' implementation of classroom management **4**

 S233804

Strategy Rationale

Action Step 1 **5**

Use of strategies and CHAMPS methodology in the classroom/throughout the school.

Person Responsible

Monica Smith

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

Decreased referrals

Action Step 2 **5**

PBIS strategies to reduce referrals

Person Responsible

Monica Smith

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

There will be a decrease in student referrals

Action Step 3 5

Focus on PD to meet teacher needs: CHAMPS/STOIC

Person Responsible

Monica Smith

Schedule

On 12/21/2016

Evidence of Completion

Decrease student referrals

Action Step 4 5

PD to support differentiated PL on classroom management.

Person Responsible

Monica Smith

Schedule

Monthly, from 8/9/2016 to 5/30/2017

Evidence of Completion

sign in, exit slips

Action Step 5 5

Provide materials to support classroom management and other classroom activities.

Person Responsible

Monica Smith

Schedule

Every 2 Months, from 8/9/2016 to 5/30/2017

Evidence of Completion

PBIS team will distribute through PD resources for teachers to use.

Action Step 6 5

CHAMPS PL during pre-planning will be provided

Person Responsible

Monica Smith

Schedule

On 8/11/2016

Evidence of Completion

sign in, walk throughs

Action Step 7 5

Students will participate in school wide social skills opportunity called walk and talk.

Person Responsible

Monica Smith

Schedule

Daily, from 10/3/2016 to 5/19/2017

Evidence of Completion

student participation

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

Conduct data walks to gauge implementation.

Person Responsible

Monica Smith

Schedule

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

Evidence of Completion

Data showing implementation

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

Monitoring of Professional Learning and Collaboration

Person Responsible

April Knorr

Schedule

Quarterly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Data day minutes, monitor through master calendar, sign-in for PL's

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

Track survey report to determine survey completion

Person Responsible

April Knorr

Schedule

Quarterly, from 9/7/2016 to 5/30/2017

Evidence of Completion

Survey Data from students and teachers. Monitor discipline data

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

Monitoring distribution and inventory of materials

Person Responsible

Buffy Snipes

Schedule

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

Evidence of Completion

Inventory data

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

School-wide social skills walk and talk

Person Responsible

Monica Smith

Schedule

Daily, from 10/3/2016 to 5/19/2017

Evidence of Completion

master schedule

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

Discuss the effectiveness of implementation of classroom management strategies

Person Responsible

Maryann Bull

Schedule

Monthly, from 9/21/2016 to 5/26/2017


Evidence of Completion

SLT meeting notes

G1.B2 Skills/Knowledge 2

 B221541

G1.B2.S1 Engage all students in school wide standards-aligned instruction 4

 S233805

Strategy Rationale

Action Step 1 5

Focus our PL to support instructional shifts in ELA and Math

Person Responsible

April Knorr

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

exit slips

Action Step 2 5

Data days for teachers to collaborate and discuss needs of individual students

Person Responsible

April Knorr

Schedule

Monthly, from 9/8/2016 to 5/31/2017

Evidence of Completion

minutes and agenda

Action Step 3 5

During data days, academic coaches will provide support on how to implement curriculum resources, data collaboration and lesson planning.

Person Responsible

April Knorr

Schedule

Monthly, from 9/8/2016 to 5/31/2017

Evidence of Completion

agenda and minutes

Action Step 4 5

Academic coaches will provide follow-up coaching for school based professional learning

Person Responsible

April Knorr

Schedule

Weekly, from 10/3/2016 to 5/31/2017

Evidence of Completion

minutes from data days and PLC's

Action Step 5 5

Teachers will post learning targets aligned with standards

Person Responsible

Monica Smith

Schedule

Quarterly, from 8/15/2016 to 5/22/2017

Evidence of Completion

VSET

Action Step 6 5

School will provide after school tutoring for identified students in grades K-5 to provide extra support and increase academic performance in math, ELA and Science

Person Responsible

Maryann Bull

Schedule

Weekly, from 10/3/2016 to 5/22/2017

Evidence of Completion

FSA and District assessment

Action Step 7 5

School will provide teacher led student/family enrichment activities after school to include but not limited to: science night, math night, SMART night, drama night, Publix math night, games math night, arts and science night, geography night, spelling bee, after-school kids library

Person Responsible

Maryann Bull

Schedule

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

Evidence of Completion

sign in sheets

Action Step 8 5

Provide time during faculty meetings for collegial conversations for sharing of best practices for implementation and success

Person Responsible

Maryann Bull

Schedule

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

Evidence of Completion

sign in

Action Step 9 5

Documentation of effective grade level and PLC meetings

Person Responsible

Maryann Bull

Schedule

Monthly, from 8/15/2016 to 5/22/2017

Evidence of Completion

meeting agendas and sign in

Action Step 10 5

Resources and supplies to meet the needs of our homeless students

Person Responsible

Maryann Bull

Schedule

Semiannually, from 8/15/2016 to 5/22/2017

Evidence of Completion

Monitor student list initial participation at the beginning of the year and follow up at mid year

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

Monitoring of Professional Learning and collaboration

Person Responsible

April Knorr

Schedule

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

Evidence of Completion

monitor through data days, minutes, sign in sheets and master calendar

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

Conduct data walks to gauge implementation

Person Responsible

Monica Smith

Schedule

Monthly, from 10/3/2016 to 5/22/2017

Evidence of Completion

data showing implementation

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

Ensure scheduling of student/family and enrichment activities

Person Responsible

Maryann Bull

Schedule

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

Evidence of Completion

sign in sheets, parent surveys, master schedule

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

Discuss the effectiveness of implementation of classroom strategies

Person Responsible

Maryann Bull

Schedule

Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion

SLT meeting minutes

G1.B3 Time and Resources 2

 B221542

G1.B3.S1 Teacher collaboration time will be provided to increase teacher knowledge of individual student needs 4

 S233806

Strategy Rationale

Action Step 1 5

Data days provided monthly for teams to collaborate and focus strategy for increased student achievement

Person Responsible

April Knorr

Schedule

Monthly, from 9/8/2016 to 5/31/2017

Evidence of Completion

agendas and minutes

Action Step 2 5

Provide time during faculty meetings for collegial conversations for sharing of best practices and technology updates for implementation and success

Person Responsible

Maryann Bull

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

agendas

Action Step 3 5

Teachers attend conferences to learn strategies to be implemented within classroom

Person Responsible

Maryann Bull

Schedule

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

Evidence of Completion

share information with peers or faculty meetings and PL's

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitoring of professional learning and collaboration

Person Responsible

Maryann Bull

Schedule

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

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Discuss the effectiveness of implementation of classroom strategies from collaboration with teachers

Person Responsible

April Knorr

Schedule

Monthly, from 10/11/2016 to 5/26/2017

Evidence of Completion

SLT minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M304474	SIP progress monitoring meeting	Bull, Maryann	6/8/2016	SIP progress monitoring meeting minutes and Sign-in sheets	6/8/2016 one-time
G1.B1.S1.A6 A300010	CHAMPS PL during pre-planning will be provided	Smith, Monica	8/11/2016	sign in, walk throughs	8/11/2016 one-time
G1.B1.S1.A3 A300007	Focus on PD to meet teacher needs: CHAMPS/STOIC	Smith, Monica	9/1/2016	Decrease student referrals	12/21/2016 one-time
G1.MA2 M304475	SIP midyear review	Bull, Maryann	2/8/2017	midyear review in CIMS	2/8/2017 one-time
G1.B1.S1.MA6 M304467	School-wide social skills walk and talk	Smith, Monica	10/3/2016	master schedule	5/19/2017 daily
G1.B1.S1.A7 A300011	Students will participate in school wide social skills opportunity called walk and talk.	Smith, Monica	10/3/2016	student participation	5/19/2017 daily
G1.B2.S1.MA3 M304470	Conduct data walks to gauge implementation	Smith, Monica	10/3/2016	data showing implementation	5/22/2017 monthly
G1.B2.S1.A5 A300016	Teachers will post learning targets aligned with standards	Smith, Monica	8/15/2016	VSET	5/22/2017 quarterly
G1.B2.S1.A6 A300017	School will provide after school tutoring for identified students in grades K-5 to provide extra...	Bull, Maryann	10/3/2016	FSA and District assessment	5/22/2017 weekly
G1.B2.S1.A9 A300020	Documentation of effective grade level and PLC meetings	Bull, Maryann	8/15/2016	meeting agendas and sign in	5/22/2017 monthly
G1.B2.S1.A10 A300021	Resources and supplies to meet the needs of our homeless students	Bull, Maryann	8/15/2016	Monitor student list initial participation at the beginning of the year and follow up at mid year	5/22/2017 semiannually
G1.B1.S1.MA1 M304462	Discuss the effectiveness of implementation of classroom management strategies	Bull, Maryann	9/21/2016	SLT meeting notes	5/26/2017 monthly
G1.B1.S1.MA1 M304463	Conduct data walks to gauge implementation.	Smith, Monica	9/1/2016	Data showing implementation	5/26/2017 quarterly
G1.B1.S1.MA5 M304466	Monitoring distribution and inventory of materials	Snipes, Buffy	8/15/2016	Inventory data	5/26/2017 annually
G1.B2.S1.MA1 M304468	Discuss the effectiveness of implementation of classroom strategies	Bull, Maryann	9/21/2016	SLT meeting minutes	5/26/2017 monthly
G1.B2.S1.MA1 M304469	Monitoring of Professional Learning and collaboration	Knorr, April	9/5/2016	monitor through data days, minutes, sign in sheets and master calendar	5/26/2017 monthly
G1.B2.S1.MA4 M304471	Ensure scheduling of student/family and enrichment activities	Bull, Maryann	10/3/2016	sign in sheets, parent surveys, master schedule	5/26/2017 monthly
G1.B2.S1.A7 A300018	School will provide teacher led student/family enrichment activities after school to include but...	Bull, Maryann	10/3/2016	sign in sheets	5/26/2017 monthly
G1.B2.S1.A8 A300019	Provide time during faculty meetings for collegial conversations for sharing of best practices for...	Bull, Maryann	8/15/2016	sign in	5/26/2017 biweekly
G1.B3.S1.MA1 M304472	Discuss the effectiveness of implementation of classroom strategies from collaboration with teachers	Knorr, April	10/11/2016	SLT minutes	5/26/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1 M304473	Monitoring of professional learning and collaboration	Bull, Maryann	8/15/2016	PLC minutes	5/26/2017 monthly
G1.B3.S1.A3 A300024	Teachers attend conferences to learn strategies to be implemented within classroom	Bull, Maryann	10/3/2016	share information with peers or faculty meetings and PL's	5/26/2017 monthly
G1.B1.S1.MA4 M304465	Track survey report to determine survey completion	Knorr, April	9/7/2016	Survey Data from students and teachers. Monitor discipline data	5/30/2017 quarterly
G1.B1.S1.A4 A300008	PD to support differentiated PL on classroom management.	Smith, Monica	8/9/2016	sign in, exit slips	5/30/2017 monthly
G1.B1.S1.A5 A300009	Provide materials to support classroom management and other classroom activities.	Smith, Monica	8/9/2016	PBIS team will distribute through PD resources for teachers to use.	5/30/2017 every-2-months
G1.B1.S1.MA3 M304464	Monitoring of Professional Learning and Collaboration	Knorr, April	8/9/2016	Data day minutes, monitor through master calendar, sign-in for PL's	5/31/2017 quarterly
G1.B1.S1.A1 A300005	Use of strategies and CHAMPS methodology in the classroom/ throughout the school.	Smith, Monica	8/15/2016	Decreased referrals	5/31/2017 daily
G1.B1.S1.A2 A300006	PBIS strategies to reduce referrals	Smith, Monica	8/15/2016	There will be a decrease in student referrals	5/31/2017 quarterly
G1.B2.S1.A1 A300012	Focus our PL to support instructional shifts in ELA and Math	Knorr, April	8/15/2016	exit slips	5/31/2017 monthly
G1.B2.S1.A2 A300013	Data days for teachers to collaborate and discuss needs of individual students	Knorr, April	9/8/2016	minutes and agenda	5/31/2017 monthly
G1.B2.S1.A3 A300014	During data days, academic coaches will provide support on how to implement curriculum resources,...	Knorr, April	9/8/2016	agenda and minutes	5/31/2017 monthly
G1.B2.S1.A4 A300015	Academic coaches will provide follow-up coaching for school based professional learning	Knorr, April	10/3/2016	minutes from data days and PLC's	5/31/2017 weekly
G1.B3.S1.A1 A300022	Data days provided monthly for teams to collaborate and focus strategy for increased student...	Knorr, April	9/8/2016	agendas and minutes	5/31/2017 monthly
G1.B3.S1.A2 A300023	Provide time during faculty meetings for collegial conversations for sharing of best practices and...	Bull, Maryann	8/15/2016	agendas	5/31/2017 weekly
G1.MA3 M304476	State assessments results	Bull, Maryann	6/28/2017	Step zero for 2017-2018 SIP	6/28/2017 one-time

V. Professional Development Opportunities

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

G1. If all students are engaged in standards-aligned instruction, supported by professional learning, then student achievement will increase. Professional learning will support ELA and Math learning gains.

G1.B1 Student Behavior

G1.B1.S1 Support teachers' implementation of classroom management

PD Opportunity 1

Use of strategies and CHAMPS methodology in the classroom/throughout the school.

Facilitator

Monica Smith/Katylynn Miliken

Participants

All staff

Schedule

Daily, from 8/15/2016 to 5/31/2017

PD Opportunity 2

PBIS strategies to reduce referrals

Facilitator

PBIS

Participants

All staff

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

PD Opportunity 3

Focus on PD to meet teacher needs: CHAMPS/STOIC

Facilitator

April Knorr

Participants

Literacy team

Schedule

On 12/21/2016

PD Opportunity 4

PD to support differentiated PL on classroom management.

Facilitator

PBIS team along with ESE and administration

Participants

Faculty

Schedule

Monthly, from 8/9/2016 to 5/30/2017

PD Opportunity 5

CHAMPS PL during pre-planning will be provided

Facilitator

Kaiylyn Milliken

Participants

Faculty

Schedule

On 8/11/2016

G1.B2 Skills/Knowledge

G1.B2.S1 Engage all students in school wide standards-aligned instruction

PD Opportunity 1

Focus our PL to support instructional shifts in ELA and Math

Facilitator

April Knorr

Participants

All faculty

Schedule

Monthly, from 8/15/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Use of strategies and CHAMPS methodology in the classroom/throughout the school.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
2	G1.B1.S1.A2	PBIS strategies to reduce referrals				\$0.00
3	G1.B1.S1.A3	Focus on PD to meet teacher needs: CHAMPS/STOIC				\$0.00
4	G1.B1.S1.A4	PD to support differentiated PL on classroom management.				\$0.00
5	G1.B1.S1.A5	Provide materials to support classroom management and other classroom activities.				\$8,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2734 - Champion Elementary School	Title I, Part A		\$8,300.00
			<i>Notes: Technology resources, materials needed for PL's, materials needed for family activities, student planners,</i>			
6	G1.B1.S1.A6	CHAMPS PL during pre-planning will be provided				\$0.00
7	G1.B1.S1.A7	Students will participate in school wide social skills opportunity called walk and talk.				\$0.00
8	G1.B2.S1.A1	Focus our PL to support instructional shifts in ELA and Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
9	G1.B2.S1.A10	Resources and supplies to meet the needs of our homeless students				\$2,446.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2734 - Champion Elementary School	Title I, Part A		\$2,446.00
			<i>Notes: Homeless student resources and supplies</i>			
10	G1.B2.S1.A2	Data days for teachers to collaborate and discuss needs of individual students				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	2734 - Champion Elementary School	Title I, Part A		\$8,000.00

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11	G1.B2.S1.A3	During data days, academic coaches will provide support on how to implement curriculum resources, data collaboration and lesson planning.				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	2734 - Champion Elementary School	Title I, Part A		\$1,400.00
12	G1.B2.S1.A4	Academic coaches will provide follow-up coaching for school based professional learning				\$186,318.76
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6000	100-Salaries	2734 - Champion Elementary School	Title I, Part A		\$96,140.04
			<i>Notes: Coaches will support teachers through effective coaching strategies which will impact teaching and learning in reading/math/writing/science. Collaborate with teachers to disaggregate data and increase student scores on the VXT's/classroom assessments and State assessments.</i>			
	6000	100-Salaries	2734 - Champion Elementary School	Title I, Part A		\$90,178.72
			<i>Notes: RIT team will provide tier 3 & tier 2 intervention for students in the lowest quintile through a push-in model. This will directly support student understanding of concepts in reading and math and will assist in students acquiring foundation skills to close the achievement gap.</i>			
13	G1.B2.S1.A5	Teachers will post learning targets aligned with standards				\$0.00
14	G1.B2.S1.A6	School will provide after school tutoring for identified students in grades K-5 to provide extra support and increase academic performance in math, ELA and Science				\$27,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000		2734 - Champion Elementary School	Title I, Part A		\$21,600.00
			<i>Notes: tutoring</i>			
	5000		2734 - Champion Elementary School	Title I, Part A		\$500.00
			<i>Notes: tutoring facilitators Sept-Dec.</i>			
	5000		2734 - Champion Elementary School	Title I, Part A		\$500.00
			<i>Notes: tutoring facilitators Jan.-May</i>			
	5000		2734 - Champion Elementary School	Title I, Part A		\$1,750.00
			<i>Notes: Saturday FSA camp-3rd-5th grade. materials and teacher compensation.</i>			
	5000		2734 - Champion Elementary School	Title I, Part A		\$3,000.00
			<i>Notes: In-house tutoring teacher writing support for every student. Substitute provided to cover classes for each teacher, once a weekx30 days</i>			
15	G1.B2.S1.A7	School will provide teacher led student/family enrichment activities after school to include but not limited to: science night, math night, SMART night,				\$9,589.00

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		drama night, Publix math night, games math night, arts and science night, geography night, spelling bee, after-school kids library				
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2734 - Champion Elementary School	Title I, Part A		\$2,780.00
			<i>Notes: Teacher facilitation fees</i>			
			2734 - Champion Elementary School	Title I, Part A		\$6,809.00
			<i>Notes: Curriculum nights</i>			
16	G1.B2.S1.A8	Provide time during faculty meetings for collegial conversations for sharing of best practices for implementation and success				\$0.00
17	G1.B2.S1.A9	Documentation of effective grade level and PLC meetings				\$0.00
18	G1.B3.S1.A1	Data days provided monthly for teams to collaborate and focus strategy for increased student achievement				\$9,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2734 - Champion Elementary School			\$9,300.00
19	G1.B3.S1.A2	Provide time during faculty meetings for collegial conversations for sharing of best practices and technology updates for implementation and success				\$0.00
20	G1.B3.S1.A3	Teachers attend conferences to learn strategies to be implemented within classroom				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2734 - Champion Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: conference expenses, (fee's and registraion)</i>			
					Total:	\$257,703.76