

Volusia County Schools

Champion Elementary School



2017-18 Schoolwide Improvement Plan

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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Champion Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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, and PBIS incentive programs for behavior and attendance. The rewards include students of the month and whole class rewards. 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 appears on the morning news each morning and does a program that teaches children social skills. She also offers individual counseling to students as needed as well as group counseling during special area time.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	4	2	0	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	1	2	0	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	1	2	0	3	0	0	0	0	0	0	0	6
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	2	0	3	0	0	0	0	0	0	0	6

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

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/442602>.

2. Description

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

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

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, Hands-on FSA Night, Math & Science Night, Writers are Readers Workshop, Parent-to-Kids, Storybook Theatre, Jump Rope for Heart, Tijuana Flats Family Night, Dairy Queen Family Night, Publix math night, night with the museum, Bethune Cookman mentors, Pinnacle night and Cyber Safety.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
McLean, Leslie	Principal
Smith, Monica	Assistant Principal
Knorr, April	Instructional Coach

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
- 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 and SIP

Title I, Part C-Migrant

The District Migrant, education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to migrant students and their parents. The Migrant Program coordinator provides the following to our school:

- * Translation Services for parent and teacher conferences
- * Parent support through parent/student activity nights and success workshops
- * 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 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 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
Tom Riley	Education Support Employee
Tom Bull	Business/Community
Monica Smith	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
Leslie McLean	Principal

b. Duties

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

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

a. Evaluation of last year's school improvement plan

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 2016-2017 School Improvement budget, we paid for: Professional Development Opportunities for teachers (example FAME Conference) and Student Planners for first through fifth grade students (Amount \$1956.00) and Kindergarten folders (\$125).

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

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

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, 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.

District PAR comes monthly to meet with new teachers and principal. Kenneth Miller is the mentee and the mentor is Kyle Knight. Grace Weite is the mentee and her mentor is Dawn Graham. Katherine Lynch is the mentee and her mentor is Dawn Graham. Robin Knight is the mentee and Paul Mundrean is the mentor. 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, modules, walkthroughs and debriefing. 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.

In addition, Champion grade level PLCs meet once a week to review module implementation, learning target consistency, lesson strategies, and data from common formative and summative assessments. The work is used for students intervention, instruction and enrichment.

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, and homework time.

Strategy Rationale

Extend and enhance learning for all students

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McLean, Leslie, lmclean@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

McLean, Leslie, lmclean@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

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

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

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. In addition Champion host meet your kindergarten teacher night and kindergarten orientation.

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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, Science 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, Science and Math learning gains.

1a

G099221

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
FSA ELA Achievement	50.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge of standards
- Lack of parent involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 funds
- SAC funds/PTA funds
- community member/business partners/school leaders/SAC/PTA/district leaders
- guidance small groups/CHAMPS/PBIS
- Structure PLC/ academic coach/data days
- Academic Coach/faculty meetings/ERPL's
- Structure PLC/teacher leaders

Plan to Monitor Progress Toward G1. 8

SIP progress monitoring meeting

Person Responsible

Leslie McLean

Schedule

On 11/14/2017

Evidence of Completion

SIP progress monitoring meeting minutes and Sign-in sheets

Plan to Monitor Progress Toward G1. 8

SIP midyear review

Person Responsible

Leslie McLean

Schedule

On 2/13/2018

Evidence of Completion

midyear review in CIMS

Plan to Monitor Progress Toward G1. 8

State assessments results

Person Responsible

Leslie McLean

Schedule

On 6/28/2017

Evidence of Completion

Step zero for 2018-2019 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, Science and Math learning gains.

1

G099221

G1.B1 Lack of teacher knowledge of standards 2

B267203

G1.B1.S1 Develop highly effective PLC's to improve knowledge and implementation of the standards 4

S283042

Strategy Rationale

Teachers must work together to improve student academic performance

Action Step 1 5

Assign specific days for grade level PLC meetings

Person Responsible

Leslie McLean

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC notes

Action Step 2 5

PLC refresh training

Person Responsible

April Knorr

Schedule

On 8/30/2017

Evidence of Completion

Agenda

Action Step 3 5

Curriculum Module Training

Person Responsible

Leslie McLean

Schedule

On 8/9/2017

Evidence of Completion

Consistent Learning Targets with grade level PLCs

Action Step 4 5

Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the of meeting

Person Responsible

April Knorr

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC notes

Action Step 5 5

Promote and foster teacher leaders to facilitate grade-level PLCs

Person Responsible

April Knorr

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Different facilitators in grade level PLCs as evidenced in PLC notes

Action Step 6 5

Provide school-based professional learning opportunities on coherence of standards

Person Responsible

April Knorr

Schedule

Quarterly, from 8/22/2017 to 6/1/2018

Evidence of Completion

sign in sheets or agendas

Action Step 7 5

All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL day, 4 Regional and 4 School-based ERPL's).

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/17/2017 to 4/4/2018

Evidence of Completion

Pre-planning PL sign in sheet

Action Step 8 5

Provide data days for additional support and collaboration with school based coach

Person Responsible

April Knorr

Schedule

Quarterly, from 10/2/2017 to 5/31/2018

Evidence of Completion

agenda and or minutes

Action Step 9 5

Provide after school tutoring based on targeted PLC data to address lowest performing students in grades 1 - 5

Person Responsible

April Knorr

Schedule

Weekly, from 1/8/2018 to 6/1/2018

Evidence of Completion

Student academic improvement

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

Conduct data walks to gauge implementation.

Person Responsible

Leslie McLean

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Data showing implementation

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

Monitoring PLCs and Collaboration

Person Responsible

April Knorr

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC notes and lesson planning

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

Monitor student sign in sheets for tutoring

Person Responsible

April Knorr

Schedule

Evidence of Completion

Sign in sheets and academic improvement

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

Discuss the effectiveness of PLCs and analyze collected data using the PLC rubric

Person Responsible

Leslie McLean


Schedule

Monthly, from 9/27/2017 to 6/1/2018

Evidence of Completion

Rubric data

G1.B4 Lack of parent involvement **2**

 B267206

G1.B4.S1 Host Science night and SMART night to encourage parents to become more knowledgeable of math, art, technology, and science programs at Champion. **4**

 S283045

Strategy Rationale

The more parents understand what is offered at Champion, the more they can become involved with their child's education.

Action Step 1 **5**

Science and SMART Night

Person Responsible

Leslie McLean

Schedule

On 10/17/2017

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Date will be set and advertised

Person Responsible

Leslie McLean

Schedule

Monthly, from 10/17/2017 to 10/17/2017

Evidence of Completion

parent sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review numbers from Science and SMART night to determine if event should be expanded

Person Responsible

Leslie McLean

Schedule

On 10/17/2017

Evidence of Completion

rubric data

G1.B4.S2 Host several math nights. 4

 S283046

Strategy Rationale

Allow parents the time to understand the mathematics taught to Champion students.

Action Step 1 5

Identify 3 dates for Math nights

Person Responsible

April Knorr

Schedule

Triannually, from 11/14/2017 to 5/17/2018

Evidence of Completion

PLC/data day agenda and minutes

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Monitor numbers of parents attending math night and determine if events should be expanded

Person Responsible

Leslie McLean

Schedule

Monthly, from 10/17/2017 to 5/17/2018

Evidence of Completion

parent sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Review numbers and offer more math nights as needed

Person Responsible

Leslie McLean

Schedule

Triannually, from 10/17/2017 to 5/17/2018

Evidence of Completion

parent sign in sheets

G1.B4.S3 Offer Special Area night 4

S283047

Strategy Rationale

Night for all to come and see the special areas and how they enrich our students education

Action Step 1 5

Host Special Area Evening

Person Responsible

Leslie McLean

Schedule

On 5/17/2018

Evidence of Completion

Parent Sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Date will be set

Person Responsible

Leslie McLean

Schedule

On 5/17/2018

Evidence of Completion

Parent sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

date set and event advertised

Person Responsible

Leslie McLean

Schedule

On 5/17/2018





Evidence of Completion

Parent sign in sheet

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA4 M415322	Monitor student sign in sheets for tutoring	Knorr, April	6/1/2018	Sign in sheets and academic improvement	No End Date one-time
G1.MA3 M415337	State assessments results	McLean, Leslie	6/28/2017	Step zero for 2018-2019 SIP	6/28/2017 one-time
G1.B1.S1.A3 A382004	Curriculum Module Training	McLean, Leslie	8/9/2017	Consistent Learning Targets with grade level PLCs	8/9/2017 one-time
G1.B1.S1.A2 A382003	PLC refresh training	Knorr, April	8/30/2017	Agenda	8/30/2017 one-time
G1.B4.S1.MA1 M415329	Review numbers from Science and SMART night to determine if event should be expanded	McLean, Leslie	10/17/2017	rubric data	10/17/2017 one-time
G1.B4.S1.MA1 M415330	Date will be set and advertised	McLean, Leslie	10/17/2017	parent sign in sheets	10/17/2017 monthly
G1.B4.S1.A1 A382024	Science and SMART Night	McLean, Leslie	10/17/2017	Parent sign in sheets	10/17/2017 one-time
G1.MA1 M415335	SIP progress monitoring meeting	McLean, Leslie	11/14/2017	SIP progress monitoring meeting minutes and Sign-in sheets	11/14/2017 one-time
G1.MA2 M415336	SIP midyear review	McLean, Leslie	2/13/2018	midyear review in CIMS	2/13/2018 one-time
G1.B1.S1.A7 A382008	All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL...	McLean, Leslie	8/17/2017	Pre-planning PL sign in sheet	4/4/2018 monthly
G1.B4.S2.MA1 M415331	Review numbers and offer more math nights as needed	McLean, Leslie	10/17/2017	parent sign in sheets	5/17/2018 triannually
G1.B4.S2.MA1 M415332	Monitor numbers of parents attending math night and determine if events should be expanded	McLean, Leslie	10/17/2017	parent sign in sheets	5/17/2018 monthly
G1.B4.S2.A1 A382025	Identify 3 dates for Math nights	Knorr, April	11/14/2017	PLC/data day agenda and minutes	5/17/2018 triannually
G1.B4.S3.MA1 M415333	date set and event advertised	McLean, Leslie	5/17/2018	Parent sign in sheet	5/17/2018 one-time
G1.B4.S3.MA1 M415334	Date will be set	McLean, Leslie	5/17/2018	Parent sign in sheets	5/17/2018 one-time
G1.B4.S3.A1 A382026	Host Special Area Evening	McLean, Leslie	5/17/2018	Parent Sign in sheet	5/17/2018 one-time
G1.B1.S1.A8 A382009	Provide data days for additional support and collaboration with school based coach	Knorr, April	10/2/2017	agenda and or minutes	5/31/2018 quarterly
G1.B1.S1.MA1 M415319	Discuss the effectiveness of PLCs and analyze collected data using the PLC rubric	McLean, Leslie	9/27/2017	Rubric data	6/1/2018 monthly
G1.B1.S1.MA1 M415320	Conduct data walks to gauge implementation.	McLean, Leslie	8/21/2017	Data showing implementation	6/1/2018 quarterly
G1.B1.S1.MA2 M415321	Monitoring PLCs and Collaboration	Knorr, April	8/21/2017	PLC notes and lesson planning	6/1/2018 quarterly
G1.B1.S1.A1 A382002	Assign specific days for grade level PLC meetings	McLean, Leslie	8/21/2017	PLC notes	6/1/2018 weekly

Volusia - 2734 - Champion Elementary School - 2017-18 SIP
Champion Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A4  A382005	Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the of meeting	Knorr, April	8/21/2017	PLC notes	6/1/2018 weekly
G1.B1.S1.A5  A382006	Promote and foster teacher leaders to facilitate grade-level PLCs	Knorr, April	8/21/2017	Different facilitators in grade level PLCs as evidenced in PLC notes	6/1/2018 weekly
G1.B1.S1.A6  A382007	Provide school-based professional learning opportunities on coherence of standards	Knorr, April	8/22/2017	sign in sheets or agendas	6/1/2018 quarterly
G1.B1.S1.A9  A382010	Provide after school tutoring based on targeted PLC data to address lowest performing students in...	Knorr, April	1/8/2018	Student academic improvement	6/1/2018 weekly

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, Science and Math learning gains.

G1.B1 Lack of teacher knowledge of standards

G1.B1.S1 Develop highly effective PLC's to improve knowledge and implementation of the standards

PD Opportunity 1

PLC refresh training

Facilitator

April Knorr

Participants

All staff

Schedule

On 8/30/2017

PD Opportunity 2

Curriculum Module Training

Facilitator

District leadership

Participants

All teachers

Schedule

On 8/9/2017

PD Opportunity 3

Provide school-based professional learning opportunities on coherence of standards

Facilitator

Academic coach/SLT team

Participants

faculty

Schedule

Quarterly, from 8/22/2017 to 6/1/2018

PD Opportunity 4

All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL day, 4 Regional and 4 School-based ERPL's).

Facilitator

academic coach, district staff and lead teachers

Participants

faculty

Schedule

Monthly, from 8/17/2017 to 4/4/2018

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	Assign specific days for grade level PLC meetings				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			\$0.00
2	G1.B1.S1.A2	PLC refresh training				\$0.00
3	G1.B1.S1.A3	Curriculum Module Training				\$0.00
4	G1.B1.S1.A4	Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the of meeting				\$0.00
5	G1.B1.S1.A5	Promote and foster teacher leaders to facilitate grade-level PLCs				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2734 - Champion Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Technology resources, materials needed for PL's, materials needed for family activities, student planners,</i>			
6	G1.B1.S1.A6	Provide school-based professional learning opportunities on coherence of standards				\$0.00
7	G1.B1.S1.A7	All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL day, 4 Regional and 4 School-based ERPL's).				\$0.00
8	G1.B1.S1.A8	Provide data days for additional support and collaboration with school based coach				\$16,238.34
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2734 - Champion Elementary School	Title, I Part A		\$16,238.34
9	G1.B1.S1.A9	Provide after school tutoring based on targeted PLC data to address lowest performing students in grades 1 - 5				\$9,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2734 - Champion Elementary School	Title, I Part A		\$9,250.00
10	G1.B4.S1.A1	Science and SMART Night				\$2,935.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2734 - Champion Elementary School	Title, I Part A		\$2,935.00
11	G1.B4.S2.A1	Identify 3 dates for Math nights				\$1,065.00

Volusia - 2734 - Champion Elementary School - 2017-18 SIP
Champion Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			2734 - Champion Elementary School	Title, I Part A		\$1,065.00	
12	G1.B4.S3.A1	Host Special Area Evening					\$860.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			2734 - Champion Elementary School	Title, I Part A		\$860.00	
					Total:	\$31,348.34	