

Volusia County Schools

Champion Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

**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.

2018-19 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.

Champion Elementary empowers its students to get better academically, emotionally, and socially.

b. Provide the school's vision statement.

Building Champions One Black Bear At A Time.

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 and safety patrols 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 system in place is CHAMPS, school wide rules and individual student behavioral contracts as needed, and BLT incentive programs for behavior and attendance. The rewards include students of the month, student shout out, best foot forward, and Bearly Good Attendance. 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. Stanford Harmony will be implemented in all classrooms.

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	1	8	2	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
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	1	7	3	0	0	0	0	0	0	0	11

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	1	8	3	0	0	0	0	0	0	0	12

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, BLT, Grade Leaders, 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/655420>.

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
Knorr, April	Instructional Coach
Snipes, Buffy	Instructional Coach
Dietz, Jennifer	Assistant Principal
Dedea, J	School Counselor
Enck, C	Teacher, K-12
Haus, R	Teacher, K-12
Knight, K	Teacher, K-12
Reck, A	Teacher, ESE
Diaz, Barbara	Instructional Coach
Waldron, N	Teacher, K-12
Witter, Doug	Teacher, K-12
Wood, L	Teacher, K-12

b. Duties

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

The school's leadership team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual, as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school counselor, and grade level team chairs. In addition, since parent collaboration is essential for the success of our school, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus 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 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 the Districts 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
Kathy Wainscott	Business/Community
Jim Wainscott	Business/Community
Michael Robinson	Business/Community
Leslie McLean	Principal
Jennifer Dietz	Teacher
Melanie Herring	Teacher
Sara Meyer	Teacher
Karen Casino	Teacher
Randa Pistone	Parent

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 2017 - 2018 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
Dietz, Jennifer	Assistant Principal
Diaz, Barbara	Instructional Coach

b. Duties

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

The team meets weekly 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 PL 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. All E3 teachers meet monthly with their new teacher support team and have been assigned a mentor teacher. Mentor teachers are veterans to the school and the district in their fields of expertise. 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, Leadership 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 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 area 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

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

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 leaders at Champion Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual academic, emotional and social needs to increase academic achievement.

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 leaders at Champion Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual academic, emotional and social needs to increase academic achievement. 1a

G101034

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	58.0
ELA/Reading Gains	53.0
FSA ELA Achievement	48.0
FCAT 2.0 Science Proficiency	63.0
Math Gains	54.0

Targeted Barriers to Achieving the Goal 3

- Limited Knowledge of how to integrate the depth of standards in instruction.
- Limited knowledge of implementing effective PLC's.
- Limited knowledge of how to integrate the depth of SEL standards into instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 funds
- Curriculum / District Specialist
- Curriculum Maps
- CPALMS
- Instructional Coaches
- Professional Learning
- Stanford Harmony free SEL program
- School Counselor

Plan to Monitor Progress Toward G1. 8

SIP progress monitoring meeting

Person Responsible

Leslie McLean

Schedule

On 10/29/2018

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 2/14/2019

Evidence of Completion

midyear review in CIMS

Plan to Monitor Progress Toward G1. 8

State assessments results

Person Responsible

Leslie McLean

Schedule

On 6/20/2019

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 leaders at Champion Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual academic, emotional and social needs to increase academic achievement. **1**

 G101034

G1.B1 Limited Knowledge of how to integrate the depth of standards in instruction. **2**

 B272364

G1.B1.S1 Refine systemic practices and provide professional learning to support implementation of standards aligned instruction. **4**

 S288393

Strategy Rationale

Increase percentage of teachers effectively implementing standards-aligned instruction and increase student achievement.

Action Step 1 **5**

Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.

Person Responsible

Leslie McLean

Schedule

Monthly, from 6/6/2018 to 8/31/2018

Evidence of Completion

List of strengths and areas of weaknesses with focus areas identified.

Action Step 2 **5**

Develop plan of action for professional learning and systematic practices including the infrastructure for implementation.

Person Responsible

Leslie McLean

Schedule

Monthly, from 6/6/2018 to 8/31/2018

Evidence of Completion

Completed plan of action, including timelines and people responsible.

Action Step 3 5

Communicate the draft plan, collect teacher input and revise accordingly.

Person Responsible

Leslie McLean

Schedule

On 8/10/2018

Evidence of Completion

Faculty meeting sign-in and input

Action Step 4 5

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning and throughout the year.

Person Responsible

Leslie McLean

Schedule

Quarterly, from 8/8/2018 to 4/30/2019

Evidence of Completion

MyPGS and Sign-In sheets

Action Step 5 5

Teachers implement the modules with instructional coaches observing implementation of the lessons and providing feedback and coaching to support to teachers.

Person Responsible

Leslie McLean

Schedule

Biweekly, from 8/8/2018 to 5/31/2019

Evidence of Completion

Coaching Cycles and MyPGS Sig-in

Action Step 6 5

Teachers incorporate the information from professional learning and ERPL's into their lessons with instructional coaches observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Leslie McLean

Schedule

Biweekly, from 8/8/2018 to 5/31/2019

Evidence of Completion

MyPGS Sign-In

Action Step 7 5

Teachers involve parents through participation in standards aligned instruction during STEAM and Math Nights.

Person Responsible

Leslie McLean

Schedule

Semiannually, from 9/3/2018 to 3/29/2019

Evidence of Completion

Agendas and Sign in Sheets

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

Touch base with professional learning facilitators to determine status of the professional learning plans.

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/6/2018 to 4/30/2019

Evidence of Completion

Outlook meeting invite

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

Administrators conduct data walks.

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data Walk Collection Tools and data grids

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

Coaches provide follow up support to ensure implementation of standards-aligned instruction.

Person Responsible

April Knorr

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Coaches interaction data, notes and schedules.

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

Determine status towards completing action steps 1-6 during monthly SLT meetings.

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/6/2018 to 5/8/2019

Evidence of Completion

SLT Meeting Agendas and Minutes

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

Discuss the effectiveness of creating and implementing the PL plan and analyze collected data at monthly SLT meetings.

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/6/2018 to 5/8/2019

Evidence of Completion

Monthly data walks, observational notes, lesson plans, District data, SLT minutes

G1.B2 Limited knowledge of implementing effective PLC's. 2

 B272365

G1.B2.S1 Implement and refine highly effective PLC's that follow an intentional cycle to improve knowledge and implementation of standards-aligned instruction and review behavioral and social emotional data. 4

 S288394

Strategy Rationale

PLC cycles ensure all students needs are met and strengthen teacher collaboration and instructional practices.

Action Step 1 5

Examine master schedule to ensure common planning, set weekly/monthly scheduled PLC's and communicate the expectations of PLC's both verbally and in writing during pre-planning.

Person Responsible

Leslie McLean

Schedule

On 8/10/2018

Evidence of Completion

PLC minutes, notes, master schedule

Action Step 2 5

Establish norms and clarify the role of the instructional coach, support teachers and grade level teachers in PLC's.

Person Responsible

Leslie McLean

Schedule

On 8/21/2018

Evidence of Completion

PLC minutes

Action Step 3 5

Coaches introduce tools used for classroom observation and feedback.

Person Responsible

April Knorr

Schedule

Monthly, from 9/4/2018 to 5/31/2019

Evidence of Completion

PLC minutes / coaching cycles

Action Step 4 5

Leaders provide opportunities for teachers to observe other classrooms using the learning walk tools to reflect on what they see and how to apply it to their own practice.

Person Responsible

Leslie McLean

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data collection tools

Action Step 5 5

PLCs design and implement tutoring and enrichment plan for targeted student groups

Person Responsible

Leslie McLean

Schedule

Quarterly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Invoices

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

Administrators attend weekly PLC"s

Person Responsible

Leslie McLean

Schedule

Weekly, from 8/21/2018 to 5/28/2019

Evidence of Completion

Administrator notes

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

Determine status towards completing action steps 1-7 during monthly SLT

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/6/2018 to 5/28/2019

Evidence of Completion

SLT Meeting Agendas and Minutes

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

Discuss the effectiveness of PLC practices and teacher collaboration practices at monthly SLT meetings.

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/6/2018 to 5/8/2019

Evidence of Completion

SLT meeting agendas and minutes

G1.B7 Limited knowledge of how to integrate the depth of SEL standards into instruction. 2

 B272370

G1.B7.S1 Provide strategies and time for SEL implementation into the classroom. 4

 S288395

Strategy Rationale

Expand teacher best practice toolbox for social skills and increase engagements of students in SEL practices.

Action Step 1 5

Train and implement Sanford Harmony school wide.

Person Responsible

Leslie McLean

Schedule

Daily, from 8/21/2018 to 5/31/2019

Evidence of Completion

PLC minutes, lesson plans, walk throughs, teacher feedback, agenda, sign in, kits

Action Step 2 5

Book study ERPL Ruby Payne, Natalie Stokes (poverty training), trauma informed care, mini-conferences, social/emotional de-escalation debrief.

Person Responsible

Leslie McLean

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Agendas, sign-in sheets, presentation materials

Action Step 3 5

Implementation of guidance referrals

Person Responsible

Leslie McLean

Schedule

On 8/31/2018

Evidence of Completion

Sign-In, agenda, presentation materials

Action Step 4 5

Peer Mediation

Person Responsible

Leslie McLean

Schedule

On 8/31/2018

Evidence of Completion

Decrease in referrals, behaviors

Action Step 5 5

Mentoring Program

Person Responsible

Leslie McLean

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Schedule of Mentors with assigned student

Action Step 6 5

Implement positive reinforcement for students

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Events on master calendar

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Touch base with professional learning facilitator to determine status of social emotional goals.

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Outlook meetings, SLT Agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Discuss the effectiveness of SEL implementation and analyze supporting data (KEEP report, disciplinary actions, personal development on report cards).

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/6/2018 to 5/8/2019

Evidence of Completion

SLT Agendas and Minutes

V. Professional Development Opportunities

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

G1. If leaders at Champion Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual academic, emotional and social needs to increase academic achievement.

G1.B1 Limited Knowledge of how to integrate the depth of standards in instruction.

G1.B1.S1 Refine systemic practices and provide professional learning to support implementation of standards aligned instruction.

PD Opportunity 1

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning and throughout the year.

Facilitator

Knorr, Snipes, Diaz and District Curriculum Specialist

Participants

All teachers

Schedule

Quarterly, from 8/8/2018 to 4/30/2019

PD Opportunity 2

Teachers implement the modules with instructional coaches observing implementation of the lessons and providing feedback and coaching to support to teachers.

Facilitator

Knorr, Snipes and Diaz

Participants

All teachers

Schedule

Biweekly, from 8/8/2018 to 5/31/2019

PD Opportunity 3

Teachers incorporate the information from professional learning and ERPL's into their lessons with instructional coaches observing implementation of the lessons and providing feedback and coaching support to teachers.

Facilitator

Curriculum Specialists or Coaches

Participants

All teachers

Schedule

Biweekly, from 8/8/2018 to 5/31/2019

G1.B2 Limited knowledge of implementing effective PLC's.

G1.B2.S1 Implement and refine highly effective PLC's that follow an intentional cycle to improve knowledge and implementation of standards-aligned instruction and review behavioral and social emotional data.

PD Opportunity 1

Coaches introduce tools used for classroom observation and feedback.

Facilitator

Knorr, Snipes and Diaz

Participants

All teachers

Schedule

Monthly, from 9/4/2018 to 5/31/2019

PD Opportunity 2

Leaders provide opportunities for teachers to observe other classrooms using the learning walk tools to reflect on what they see and how to apply it to their own practice.

Facilitator

Knorr, Snipes, Diaz

Participants

All teachers

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

G1.B7 Limited knowledge of how to integrate the depth of SEL standards into instruction.

G1.B7.S1 Provide strategies and time for SEL implementation into the classroom.

PD Opportunity 1

Train and implement Sanford Harmony school wide.

Facilitator

Dedea

Participants

All teachers

Schedule

Daily, from 8/21/2018 to 5/31/2019

PD Opportunity 2

Book study ERPL Ruby Payne, Natalie Stokes (poverty training), trauma informed care, mini-conferences, social/emotional de-escalation debrief.

Facilitator

Knorr, Snipes, Diaz

Participants

All teachers

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

PD Opportunity 3

Implementation of guidance referrals

Facilitator

Dedea

Participants

All teachers

Schedule

On 8/31/2018

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	Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.				\$0.00
2	G1.B1.S1.A2	Develop plan of action for professional learning and systematic practices including the infrastructure for implementation.				\$7,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	510-Supplies	2734 - Champion Elementary School	UniSIG	0.0	\$7,800.00
<i>Notes: 39 teachers X \$200 set</i>						
3	G1.B1.S1.A3	Communicate the draft plan, collect teacher input and revise accordingly.				\$0.00
4	G1.B1.S1.A4	Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning and throughout the year.				\$38,115.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	750-Other Personal Services	2734 - Champion Elementary School	UniSIG	0.0	\$22,400.00
<i>Notes: Substitutes for curriculum pacing and planning - 32 teachers X \$100/day X 7 days</i>						
	6300	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$1,714.00
<i>Notes: Sub Social Security @ 7.65%</i>						
	5100	510-Supplies	2734 - Champion Elementary School	UniSIG	0.0	\$7,111.00
<i>Notes: ReadyMath materials for all grade levels</i>						
	6400	750-Other Personal Services	2734 - Champion Elementary School	UniSIG	0.0	\$6,400.00
<i>Notes: Substitutes for Module Training - 32 teachers X \$100/day X 2 days</i>						
	6400	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$490.00
<i>Notes: Sub Social Security @ 7.65%</i>						
5	G1.B1.S1.A5	Teachers implement the modules with instructional coaches observing implementation of the lessons and providing feedback and coaching to support to teachers.				\$0.00
6	G1.B1.S1.A6	Teachers incorporate the information from professional learning and ERPL's into their lessons with instructional coaches observing implementation of the lessons and providing feedback and coaching support to teachers.				\$51,634.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19

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	6300	120-Classroom Teachers	2734 - Champion Elementary School	UniSIG	0.0	\$44,550.00
			<i>Notes: Stipends for Guided Lesson Planning 54 teachers X 1 hr/wk X \$25/hr X 33 wks</i>			
	6300	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$3,680.00
			<i>Notes: Guided Planning Retirement @ 8.26%</i>			
	6300	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$3,404.00
			<i>Notes: Guided Planning Social Security @ 7.65%</i>			
7	G1.B1.S1.A7	Teachers involve parents through participation in standards aligned instruction during STEAM and Math Nights.				\$3,210.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			2734 - Champion Elementary School	Title, I Part A		\$3,210.00
			<i>Notes: Math and STEAM Night</i>			
8	G1.B2.S1.A1	Examine master schedule to ensure common planning, set weekly/monthly scheduled PLC's and communicate the expectations of PLC's both verbally and in writing during pre-planning.				\$3,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			2734 - Champion Elementary School	Title, I Part A		\$3,900.00
9	G1.B2.S1.A2	Establish norms and clarify the role of the instructional coach, support teachers and grade level teachers in PLC's.				\$0.00
10	G1.B2.S1.A3	Coaches introduce tools used for classroom observation and feedback.				\$0.00
11	G1.B2.S1.A4	Leaders provide opportunities for teachers to observe other classrooms using the learning walk tools to reflect on what they see and how to apply it to their own practice.				\$8,612.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	750-Other Personal Services	2734 - Champion Elementary School	UniSIG	0.0	\$8,000.00
			<i>Notes: Substitutes for Learning Walks and Classroom Observations - 20 teachers X \$100/day X 4</i>			
	5100	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$612.00
			<i>Notes: Sub Social Security @ 7.65%</i>			
12	G1.B2.S1.A5	PLCs design and implement tutoring and enrichment plan for targeted student groups				\$107,270.95
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			2734 - Champion Elementary School	Title, I Part A		\$10,000.00

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						<i>Notes: Title 1 Tutoring - stipends for teacher and facilitator</i>
			2734 - Champion Elementary School	Title, I Part A		\$10,125.06
						<i>Notes: Materials and Supplies</i>
	5900	120-Classroom Teachers	2734 - Champion Elementary School	UniSIG	0.0	\$50,625.00
						<i>Notes: Stipends for tutoring - After School - 15 teachers X 1.5 hrs/day X 3 times/wk X 25 wks X \$30</i>
	5900	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$4,182.00
						<i>Notes: Tutoring Retirement @ 8.26%</i>
	5900	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$3,873.00
						<i>Notes: Tutoring Social Security @ 7.65%</i>
	7800	360-Rentals	2734 - Champion Elementary School	UniSIG	0.0	\$7,595.89
						<i>Notes: Transportation home</i>
	5900	120-Classroom Teachers	2734 - Champion Elementary School	UniSIG	0.0	\$1,800.00
						<i>Notes: Stipends for after school science program - 2 teachers X 1 hr/wk X 30 wks X \$30/hr</i>
	5900	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$149.00
						<i>Notes: Science Retirement @ 8.26%</i>
	5900	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$138.00
						<i>Notes: Science Social Security @ 7.65%</i>
	5900	510-Supplies	2734 - Champion Elementary School	UniSIG	0.0	\$18,783.00
						<i>Notes: Materials and Supplies - Science Kits - 15 kits X \$1,050, science manipulatives</i>
13	G1.B7.S1.A1	Train and implement Sanford Harmony school wide.				\$0.00
14	G1.B7.S1.A2	Book study ERPL Ruby Payne, Natalie Stokes (poverty training), trauma informed care, mini-conferences, social/emotional de-escalation debrief.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			2734 - Champion Elementary School	Title, I Part A		\$2,000.00
15	G1.B7.S1.A3	Implementation of guidance referrals				\$0.00
16	G1.B7.S1.A4	Peer Mediation				\$0.00
17	G1.B7.S1.A5	Mentoring Program				\$0.00
18	G1.B7.S1.A6	Implement positive reinforcement for students				\$70,704.00













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	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			2734 - Champion Elementary School	Title, I Part A		\$198.00
<i>Notes: Books for Homeless Students</i>						
	6100	310-Professional and Technical Services	2734 - Champion Elementary School	UniSIG	0.0	\$52,767.00
<i>Notes: 1 Behavior Specialist at 7.5 x 165 days x \$42.64/hr = 52,767</i>						
	6400	130-Other Certified Instructional Personnel	2734 - Champion Elementary School	UniSIG	0.25	\$13,725.00
<i>Notes: 1 Classroom Management Coach</i>						
	6400	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$1,134.00
<i>Notes: Classroom Management Retirement @ 8.26%</i>						
	6400	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$1,050.00
<i>Notes: Classroom Management Social Security @ 7.65%</i>						
	6400	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$1,593.00
	6400	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$31.00
<i>Notes: Classroom Management Life @ .2304%</i>						
	7200	240-Workers Compensation	2734 - Champion Elementary School	UniSIG	0.0	\$206.00
<i>Notes: Classroom Management Workmen's Comp @ 1.5%</i>						
Total:						\$310,561.81

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B1.S1.A3 A391204	Communicate the draft plan, collect teacher input and revise accordingly.	McLean, Leslie	8/7/2018	Faculty meeting sign-in and input	8/10/2018 one-time
G1.B2.S1.A1 A391209	Examine master schedule to ensure common planning, set weekly/monthly scheduled PLC's and...	McLean, Leslie	6/5/2018	PLC minutes, notes, master schedule	8/10/2018 one-time
G1.B2.S1.A2 A391210	Establish norms and clarify the role of the instructional coach, support teachers and grade level...	McLean, Leslie	8/7/2018	PLC minutes	8/21/2018 one-time
G1.B1.S1.A1 A391202	Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to...	McLean, Leslie	6/6/2018	List of strengths and areas of weaknesses with focus areas identified.	8/31/2018 monthly
G1.B1.S1.A2 A391203	Develop plan of action for professional learning and systematic practices including the...	McLean, Leslie	6/6/2018	Completed plan of action, including timelines and people responsible.	8/31/2018 monthly
G1.B7.S1.A3 A391216	Implementation of guidance referrals	McLean, Leslie	8/14/2018	Sign-In, agenda, presentation materials	8/31/2018 one-time
G1.B7.S1.A4 A391217	Peer Mediation	McLean, Leslie	8/14/2018	Decrease in referrals, behaviors	8/31/2018 one-time
G1.MA1 M428257	SIP progress monitoring meeting	McLean, Leslie	10/29/2018	SIP progress monitoring meeting minutes and Sign-in sheets	10/29/2018 one-time
G1.MA2 M428258	SIP midyear review	McLean, Leslie	2/14/2019	midyear review in CIMS	2/14/2019 one-time
G1.B1.S1.A7 A391208	Teachers involve parents through participation in standards aligned instruction during STEAM and...	McLean, Leslie	9/3/2018	Agendas and Sign in Sheets	3/29/2019 semiannually
G1.B1.S1.MA1 M428248	Touch base with professional learning facilitators to determine status of the professional learning...	McLean, Leslie	8/6/2018	Outlook meeting invite	4/30/2019 monthly
G1.B1.S1.A4 A391205	Teacher participation in district content sessions supporting standards-aligned instruction during...	McLean, Leslie	8/8/2018	MyPGS and Sign-In sheets	4/30/2019 quarterly
G1.B1.S1.MA1 M428247	Discuss the effectiveness of creating and implementing the PL plan and analyze collected data at...	McLean, Leslie	8/6/2018	Monthly data walks, observational notes, lesson plans, District data, SLT minutes	5/8/2019 monthly
G1.B1.S1.MA4 M428251	Determine status towards completing action steps 1-6 during monthly SLT meetings.	McLean, Leslie	8/6/2018	SLT Meeting Agendas and Minutes	5/8/2019 monthly
G1.B2.S1.MA1 M428252	Discuss the effectiveness of PLC practices and teacher collaboration practices at monthly SLT...	McLean, Leslie	8/6/2018	SLT meeting agendas and minutes	5/8/2019 monthly
G1.B7.S1.MA1 M428255	Discuss the effectiveness of SEL implementation and analyze supporting data (KEEP report,...	McLean, Leslie	8/6/2018	SLT Agendas and Minutes	5/8/2019 monthly
G1.B2.S1.MA1 M428253	Administrators attend weekly PLC"s	McLean, Leslie	8/21/2018	Administrator notes	5/28/2019 weekly
G1.B2.S1.MA2 M428254	Determine status towards completing action steps 1-7 during monthly SLT	McLean, Leslie	8/6/2018	SLT Meeting Agendas and Minutes	5/28/2019 monthly
G1.B1.S1.MA2 M428249	Administrators conduct data walks.	McLean, Leslie	8/13/2018	Data Walk Collection Tools and data grids	5/31/2019 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.B1.S1.MA3  M428250	Coaches provide follow up support to ensure implementation of standards-aligned instruction.	Knorr, April	8/13/2018	Coaches interaction data, notes and schedules.	5/31/2019 daily
G1.B1.S1.A5  A391206	Teachers implement the modules with instructional coaches observing implementation of the lessons...	McLean, Leslie	8/8/2018	Coaching Cycles and MyPGS Sig-in	5/31/2019 biweekly
G1.B1.S1.A6  A391207	Teachers incorporate the information from professional learning and ERPL's into their lessons with...	McLean, Leslie	8/8/2018	MyPGS Sign-In	5/31/2019 biweekly
G1.B2.S1.A3  A391211	Coaches introduce tools used for classroom observation and feedback.	Knorr, April	9/4/2018	PLC minutes / coaching cycles	5/31/2019 monthly
G1.B2.S1.A4  A391212	Leaders provide opportunities for teachers to observe other classrooms using the learning walk...	McLean, Leslie	8/13/2018	Data collection tools	5/31/2019 every-2-months
G1.B2.S1.A5  A391213	PLCs design and implement tutoring and enrichment plan for targeted student groups	McLean, Leslie	8/27/2018	Invoices	5/31/2019 quarterly
G1.B7.S1.MA1  M428256	Touch base with professional learning facilitator to determine status of social emotional goals.	McLean, Leslie	8/6/2018	Outlook meetings, SLT Agenda and minutes	5/31/2019 monthly
G1.B7.S1.A1  A391214	Train and implement Sanford Harmony school wide.	McLean, Leslie	8/21/2018	PLC minutes, lesson plans, walk throughs, teacher feedback, agenda, sign in, kits	5/31/2019 daily
G1.B7.S1.A2  A391215	Book study ERPL Ruby Payne, Natalie Stokes (poverty training), trauma informed care,...	McLean, Leslie	8/13/2018	Agendas, sign-in sheets, presentation materials	5/31/2019 quarterly
G1.B7.S1.A5  A391218	Mentoring Program	McLean, Leslie	8/13/2018	Schedule of Mentors with assigned student	5/31/2019 weekly
G1.B7.S1.A6  A391219	Implement positive reinforcement for students	McLean, Leslie	8/31/2018	Events on master calendar	5/31/2019 monthly
G1.MA3  M428259	State assessments results	McLean, Leslie	6/20/2019	Step zero for 2018-2019 SIP	6/20/2019 one-time