

Volusia County Schools

Champion Elementary School



2020-21 Schoolwide Improvement Plan

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Champion Elementary School

921 TOURNAMENT DR, Daytona Beach, FL 32124

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

Demographics

Principal: Angela Polite

Start Date for this Principal: 7/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: D (37%) 2016-17: C (49%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Champion Elementary School

921 TOURNAMENT DR, Daytona Beach, FL 32124

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>84%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>61%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	C

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SIP Authority

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Building Champions One Black Bear at a Time.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Inge, Rick	Principal	Principal
Dietz, Jennifer	Assistant Principal	Assistant Principal
Brown, Michele	Dean	Dean of Discipline
Dedea, J	School Counselor	Guidance Counselor
Enck, C	Teacher, K-12	1st Grade Teacher
Haus, R	Teacher, K-12	PE Teacher
Williams, Kristina	Teacher, K-12	Mild VE
Herring, Melanie	Teacher, K-12	3rd Grade Teacher
Meyer, Sarah	Teacher, K-12	2nd Grade Teacher
Bond, Erica	Teacher, K-12	Kindergarten Teacher

Demographic Information

Principal start date

Friday 7/26/2019, Angela Polite

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: D (37%) 2016-17: C (49%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	83	81	92	97	102	0	0	0	0	0	0	0	563
Attendance below 90 percent	21	15	12	21	19	21	0	0	0	0	0	0	0	109
One or more suspensions	3	1	4	4	16	12	0	0	0	0	0	0	0	40
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	5	19	29	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	4	19	34	0	0	0	0	0	0	0	57

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	1	3	18	20	0	0	0	0	0	0	0	44

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 5/28/2020

Prior Year - As Reported

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	
Number of students enrolled	105	95	75	93	106	104	0	0	0	0	0	0	0	578
Attendance below 90 percent	19	21	11	23	15	18	0	0	0	0	0	0	0	107
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	8	4	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	12	19	44	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	12	12	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	4	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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	
Number of students enrolled	105	95	75	93	106	104	0	0	0	0	0	0	0	578
Attendance below 90 percent	19	21	11	23	15	18	0	0	0	0	0	0	0	107
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	8	4	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	12	19	44	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	12	12	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	4	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	56%	57%	43%	55%	55%
ELA Learning Gains	45%	56%	58%	48%	53%	57%
ELA Lowest 25th Percentile	37%	46%	53%	41%	44%	52%
Math Achievement	41%	59%	63%	52%	62%	61%
Math Learning Gains	33%	56%	62%	54%	58%	61%
Math Lowest 25th Percentile	30%	43%	51%	49%	47%	51%
Science Achievement	49%	57%	53%	57%	59%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	58%	-7%	58%	-7%
	2018	44%	56%	-12%	57%	-13%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	35%	54%	-19%	58%	-23%
	2018	43%	54%	-11%	56%	-13%
Same Grade Comparison		-8%				
Cohort Comparison		-9%				
05	2019	46%	54%	-8%	56%	-10%
	2018	36%	51%	-15%	55%	-19%
Same Grade Comparison		10%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	60%	-8%	62%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	44%	58%	-14%	62%	-18%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	36%	59%	-23%	64%	-28%
	2018	40%	60%	-20%	62%	-22%
Same Grade Comparison		-4%				
Cohort Comparison		-8%				
05	2019	26%	54%	-28%	60%	-34%
	2018	33%	57%	-24%	61%	-28%
Same Grade Comparison		-7%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	56%	-11%	53%	-8%
	2018	37%	56%	-19%	55%	-18%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	29	29	25	22	15	28				
ELL		60			60						
ASN	90			80							
BLK	28	29	32	23	21	21	50				
HSP	37	43		35	30		42				
MUL	59			56							
WHT	59	56	43	55	39	27	50				
FRL	42	44	39	37	32	27	52				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	28	47	30	29	29	19				
ASN	75			75							
BLK	28	33	43	29	35	35	26				
HSP	36	24		20	14						
MUL	39	33		41	36						
WHT	55	44	31	55	33	15	54				
FRL	40	37	42	40	35	24	37				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	41	32	30	49	52	37				
ASN	67			83							
BLK	26	39	33	41	41	37	39				
HSP	50	27		59	55						
MUL	50	50		33	40						
WHT	52	55	41	58	63	67	68				
FRL	38	44	40	50	54	53	54				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on Spring 2019 data, the Learning Gains of the Lowest Quartile in mathematics was 30%. Contributing factors included: drop in 5th grade proficiency, insufficient resources, teacher lack of knowledge/understanding the standards, not knowing how to fill gaps and provide small group instruction, and lack of student prior knowledge. .

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The Learning Gains of the Lowest Quartile in ELA was 37%. Contributing factors included: insufficient resources, poverty barriers, teacher lack of knowledge/understanding standards, and ability to provide purposeful small group instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Learning Gains of all students in mathematics had the greatest gap (23%) when compared to the state average.

Contributing factors included; teachers did not have district provided mathematics curriculum/ textbooks to use during whole and small group instruction, online platform that was used (Success Maker) to increase achievement did not meet the needs of the students, lack of back ground knowledge, lack of teacher knowledge regarding how learning gains are obtained, and no Mathematics Coach was available to assist teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

Proficiency in the area of Science showed the most improvement (9%) as compared to prior year. Actions that assisted with this increase included a district provided curriculum and standards assessments that were used to track student progress, teacher lesson planning and collaboration, district support in the form of bi-monthly visits to classrooms to provide feedback.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Twenty percent of our students had Attendance below 90 percent of the school year. Over 95% of our students live several miles from the school, while many require at minimum twenty to twenty-five minutes to travel from home to school by bus or car. When students missed the bus in the morning it was highly likely they would be absent for the day.

Likewise the percent of students who scored Level 1 the prior year in ELA and/or mathematics on the state assessments was an area of concern. In fifth grade 20-25% of the students had scored a Level 1 in both ELA and mathematics the prior two years on the state assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Learning Gains of Lowest Quartile in ELA
2. Learning Gains of Lowest Quartile in Mathematics
3. Science Proficiency
4. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Math Lowest Quartile - As a result of our Needs Assessment and Analysis it revealed that our Math Proficiency was at 41%, Math Learning Gains was 33% and the Lowest Quartile performed at 30% which was far below the district and state averages. Our Leadership Team has decided to focus on Math Lowest Quartile in order to improve Math Learning Gains and overall proficiency for all students. Further analysis revealed that most of the students in our Lowest Quartile were also in our five targeted ESSA Subgroups, ESE, Economically Disadvantaged, Black, and Hispanic, that performed below 41%.

Measurable Outcome: Increase Math Lowest Quartile from 30% to 50%.

Person responsible for monitoring outcome: Rick Inge (rringe@volusia.k12.fl.us)

Evidence-based Strategy: Standards Aligned Instruction

Rationale for Evidence-based Strategy: Standards based instruction ensures that teaching practices deliberately focuses on agreed upon learning targets. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment, and helps keep them on track for learning targets and objectives. According to Hatti, deliberate practice of teaching through standardized aligned instruction leads to mastery of learning, this has a .57 effect size on student achievement.

Action Steps to Implement

Review LQ Data to finalize master schedule focused on proper placement of students

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Provide 10 minutes a day in the schedule during the math block for Math Fluency

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Administer i-Ready Diagnostic for baseline data

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Create an intervention/enrichment schedule and a targeted plan

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Provide modeling and coaching to strengthen core instruction for traditional brick and mortar teachers as well as Volusia LIVE teachers.

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Conduct weekly PLCs for data chats focused on reviewing student groupings and planning for interventions

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Create a schedule to conduct data chats after each Topic Check and District assessment are administered

Person Responsible Rick Inge (rringe@volusia.k12.fl.us)

Conduct Collaborative Unit Planning sessions quarterly and weekly collaborative planning

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Conduct four learning walks with coaches and teachers during Math instructional time using IPG tools (create tool specific for Volusia LIVE teachers)

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Create and conduct a process for providing targeted feedback to teachers after walk-thrus

Person Responsible Rick Inge (rringe@volusia.k12.fl.us)

Facilitate Professional Learning: Target Task Alignment; Focus Boards; Discussion Techniques; Book Studies (TBD) (include specific strategies for Volusia LIVE teachers)

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA Lowest Quartile - As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency was at 45%, ELA Learning Gains was 45% and the Lowest Quartile performed at 37% which was far below the district and state averages. Our Leadership Team has decided to focus on ELA Lowest Quartile in order to improve ELA Learning Gains and overall proficiency for all students. Further analysis revealed that most of the students in our Lowest Quartile were also in our five targeted ESSA Subgroups: ESE, Economically Disadvantaged, Black and Hispanic, that performed below 41%.

Measurable Outcome: Increase ELA Lowest Quartile from 37% to 50%.

Person responsible for monitoring outcome: Rick Inge (rringe@volusia.k12.fl.us)

Evidence-based Strategy: Standards Aligned Instruction

Rationale for Evidence-based Strategy: Standards based instruction ensures that teaching practices deliberately focuses on agreed upon learning targets. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment, and helps keep them on track for learning targets and objectives. According to Hattie deliberate practice of teaching through standardized aligned instruction leads to mastery of learning, this has a .57 effect size on student achievement.

Action Steps to Implement

Review LQ Data to finalize master schedule focused on proper placement of students

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Conduct ORF and i-Ready diagnostic to determine students baseline data for phonics and comprehension needs

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Utilize ORF and other assessments to progress monitor students

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Create an intervention and enrichment schedule and a targeted plan

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Provide modeling and coaching to strengthen core instruction for traditional brick and mortar teachers and Volusia LIVE teachers.

Person Responsible Halley Urbanak (hjurban@volusia.k12.fl.us)

Conduct weekly PLCs for data chats focused on reviewing student groupings and planning for interventions

Person Responsible Halley Urbanak (hjubana@volusia.k12.fl.us)

Conduct weekly PLCs for data chats focused on reviewing student groupings and planning for interventions

Person Responsible Halley Urbanak (hjubana@volusia.k12.fl.us)

Create a schedule to conduct data chats after each Topic Check and District assessment are administered

Person Responsible Rick Inge (rringe@volusia.k12.fl.us)

Conduct Collaborative Planning sessions quarterly and weekly collaborative planning

Person Responsible Halley Urbanak (hjubana@volusia.k12.fl.us)

Conduct four learning walks with coaches and teachers during ELA instructional time (design specific tool for Volusia LIVE teachers)

Person Responsible Halley Urbanak (hjubana@volusia.k12.fl.us)

Create and conduct a process for providing targeted feedback to teachers after walk-thrus

Person Responsible Halley Urbanak (hjubana@volusia.k12.fl.us)

Facilitate Professional Learning: Target Task Alignment; Focus Boards; Discussion Techniques; Book Studies (TBD) (include specific strategies for Volusia LIVE teachers)

Person Responsible Halley Urbanak (hjubana@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Science Proficiency - As a result of our Needs Assessment and Analysis it revealed that our Science
Description and Rationale: Proficiency was at 49%, Our Leadership Team has decided to focus on Science Proficiency in 5th grade. We will focus on our five targeted ESSA Subgroups: ESE, Economically Disadvantaged, Black and Hispanic in 5th grade.

Measurable Outcome: Increase Science proficiency from 49% to 59%.

Person responsible for monitoring outcome: Rick Inge (rringe@volusia.k12.fl.us)

Evidence-based Strategy: Standards Based Instruction

Rationale for Evidence-based Strategy: Standards based instruction ensures that teaching practices deliberately focuses on agreed upon learning targets. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment, and helps keep them on track for learning targets and objectives. According to Hatti, deliberate practice of teaching through standardized aligned instruction leads to mastery of learning, this has a .57 effect size on student achievement.

Action Steps to Implement

Review ESSA Subgroup Data

Person Responsible Rick Inge (rringe@volusia.k12.fl.us)

Review SMT 1 Science Data to plan for instruction

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Utilize vocabulary integration into science block for five minutes each day

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Create an intervention and enrichment schedule and a targeted plan

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Provide modeling and coaching to strengthen core instruction for traditional brick and mortar teachers and Volusia Live teachers.

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Conduct weekly PLCs for data chats focused on reviewing student groupings and planning for interventions

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Create a schedule to conduct data chats after each District assessment administered

Person Responsible Rick Inge (rringe@volusia.k12.fl.us)

Conduct Collaborative Planning sessions quarterly and weekly collaborative planning

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Conduct four learning walks with coaches and teachers during Science instructional time (create specific tool for Volusia LIVE teachers)

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Create and conduct a process for providing targeted feedback to teachers after walk-thrus

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Facilitate Professional Learning: Target Task Alignment; Focus Boards; Discussion Techniques; Book Studies (TBD) (specific strategies for Volusia LIVE teachers)

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Provide a minimum of bi-weekly hands on labs for students in K-5

Person Responsible Jillian Everage (jdeverag@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance - After reviewing our EWS data we noticed that twenty percent of our students had Attendance below 90 percent for the 2019/2020 school year. This is below our District average. In order for students to be successful in their learning they must be present at school and actively engaged in their learning. Research shows that student absences impact a child's ability to succeed in school (10 Facts About School Attendance). According to R. Balfanz and V. Byrnes there is evidence that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school.

1. Communicate attendance requirements and the importance of every student in every seat at the following events: Meet the Teacher, Open House, Behavior Assemblies, PTA, SAC, and every event held at school
2. Participate in Attendance Awareness Month in September
3. Develop a School Wide Attendance Campaign: Kick Off in August, Contest for Attendance Slogan, School Wide Attendance Posters)
4. Post attendance percentages in the cafeteria, school's website, major hallways
5. Inform all stakeholders of attendance percentages through Social Networking
6. Monthly celebrations for decrease absenteeism and/or 100 Perfect Attendance (certificates, pencils, class reward for class with the best attendance percentage)
7. Guidance/PST Chair/School Social Worker will monitor attendance report
8. Guidance/PST Chair/School Social Worker to make weekly calls based on attendance and EWS reports

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Champion Elementary continues to solicit feedback from parents, teachers, students, and community members on how we can better serve our families and build a positive school culture and environment.

*Communicate classroom and school news to parents through our school website, twitter, connect-ed calls, marquee, flyers, etc.

*Positive notes, phone calls home, Class Dojo messages

*Monthly SAC and PTA meetings are held and all school information is presented

*Parent surveys distributed and collected at each school event

Many of our Champion Staff have volunteered to mentor students with particular needs. They meet with their mentee on a regular basis during breakfast or lunch to discuss any issues the student may have, including homework, classwork, goal setting, attendance, and successes. We have also partnered with Bethune Cookman and implemented a mentoring program where students with particula needs are assigned a montor.

Classroom teachers closely monitor students for any signs of social or emotional issues and refer to our guidance counselor. Our Guidance Counselor and Behavior Specialist provide weekly groups and individual sessions for those who need extra support (divorce, grief counseling, social problems, etc.) They also provide anti-bullying, conflict-resolution, character education, social skills, and goal setting.

Dean of Student Relations provides Restorative Practices when dealing with student situatations and provides assistance to faculty and staff on building positive relationships through the use of restorative circles.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math				\$68,898.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2734 - Champion Elementary School	UniSIG	1.0	\$42,650.00
			<i>Notes: Salary for Intervention Teacher</i>			

	5100	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$4,265.00
			<i>Notes: Intervention Teacher Retirement @ 10%</i>			
	5100	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$3,559.00
			<i>Notes: Intervention Teacher Retirement @ 7.65%</i>			
	5100	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$5,853.00
			<i>Notes: Insurance for Intervention Teacher @ \$5,853</i>			
	5100	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$31.00
			<i>Notes: Life Insurance for Intervention Teacher @ .066%</i>			
	5100	240-Workers Compensation	2734 - Champion Elementary School	UniSIG	0.0	\$698.00
			<i>Notes: Workers Compensation for Intervention Teacher @ 1.5%</i>			
	6400	750-Other Personal Services	2734 - Champion Elementary School	UniSIG	0.0	\$11,000.00
			<i>Notes: Substitutes for Collaborative Planning days (\$100 x 55 teacher x 2 days)</i>			
	6400	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$842.00
			<i>Notes: Substitute Social Security @ 7.65%</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$106,695.20
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2734 - Champion Elementary School	UniSIG	0.5	\$20,407.00
			<i>Notes: Salary for Intervention Teacher</i>			
	5100	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$2,041.00
			<i>Notes: Retirement for Intervention Teacher @ 10%</i>			
	5100	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$1,561.00
			<i>Notes: Social Security for Intervention Teacher @ 7.65%</i>			
	5100	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$2,927.00
			<i>Notes: Insurance for Intervention Teacher (\$5,853 x .5)</i>			
	5100	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$13.00
			<i>Notes: Life Insurance for Intervention Teacher @ .066%</i>			
	5100	240-Workers Compensation	2734 - Champion Elementary School	UniSIG	0.0	\$306.00
			<i>Notes: Workers Compensation for Intervention Teacher @ 1.5%</i>			

	6140	130-Other Certified Instructional Personnel	2734 - Champion Elementary School	UniSIG	1.0	\$44,618.00
			<i>Notes: Salary SEL TOA</i>			
	6140	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$4,462.00
			<i>Notes: SEL TOA Retirement @ 10%</i>			
	6140	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$3,414.00
			<i>Notes: SEL TOA Social Security @ 7.65%</i>			
	6140	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$5,853.00
			<i>Notes: Insurance for SEL TOA @ \$5,853</i>			
	6140	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$29.00
			<i>Notes: Life Insurance for SEL TOA @ .066%</i>			
	6140	240-Workers Compensation	2734 - Champion Elementary School	UniSIG	0.0	\$669.00
			<i>Notes: Workers Compensation for SEL TOA @ 1.5%</i>			
	6100	312-Subagreements greater than \$25,000	2734 - Champion Elementary School	UniSIG	0.0	\$20,395.20
			<i>Notes: Contracted Services for Behavior Specialist to manage behavior plans</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$66,584.30
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2734 - Champion Elementary School	UniSIG	1.0	\$43,000.00
			<i>Notes: Salary for Intervention Teacher</i>			
	5100	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$4,300.00
			<i>Notes: Intervention Teacher Retirement @ 10%</i>			
	5100	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$3,290.00
			<i>Notes: Intervention Teacher Social Security @ 7.65%</i>			
	5100	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$5,853.00
			<i>Notes: Insurance for Intervention Teacher @ \$5,853</i>			
	5100	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$28.00
			<i>Notes: Insurance for Intervention Teacher @ .066%</i>			
	5100	240-Workers Compensation	2734 - Champion Elementary School	UniSIG	0.0	\$645.00
			<i>Notes: Workers Compensation for Intervention Teacher @ 1.5%</i>			

	6300	120-Classroom Teachers	2734 - Champion Elementary School	UniSIG	0.0	\$7,000.00
			<i>Notes: Guided Planning (5 weeks x 1hr/wk x 56 teachers x \$25)</i>			
	6300	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$700.00
			<i>Notes: Guided Planning Retirement @ 10%</i>			
	6300	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$536.00
			<i>Notes: Guided Planning Social Security @ 7.65%</i>			
	5100	510-Supplies	2734 - Champion Elementary School	UniSIG	0.0	\$1,232.30
			<i>Notes: Materials and Supplies for student learning (REWARDS Intervention for grades 4-5)</i>			
					Total:	\$255,407.50