



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Champion Elementary School

921 TOURNAMENT DR

Daytona Beach, FL 32124

386-274-6500

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 87%
Alternative/ESE Center No	Charter School No	Minority Rate 61%

School Grades History

2013-14 B	2012-13 D	2011-12 C	2010-11 B
---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Part III: Coordination and Integration	40
Appendix 1: Professional Development Plan to Support Goals	42
Appendix 2: Budget to Support Goals	46

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Champion Elementary School

Principal

Maryann Bull

School Advisory Council chair

Kathryn Roberta Lassiter

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Maryann Bull	Principal
Janice Norman	Assistant Principal
Monica Smith	Teacher on Assignment

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The following are current SAC members:

Elected Members:

Tom Bull Jr. - Parent

Tom Riley- Support Staff

K. Roberta Lassiter- Teacher (SAC Chair)

Teresa Williamson- Parent

Tony Williamson- Parent

Jaime Kaminski- Teacher (Secretary)

Appointed Members:

Dr. Maryann Bull- Principal

Monica Smith- TOA

Sans Lassiter- Community Member
Fred Denny- Community Member (student)
Jaime Denny- PTA President/ Teacher (DAC Representative)
Deanna Jones- Parent/Support Staff
Kristen Robertson- Community Member
Stefanie Buckholt- Community Member
Theresa Geyer- Community Member

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

Conduct a needs assessment/survey; review and approve SIP goals/objectives; share the SIP; implement, monitor, evaluate and modify the SIP; address new school priorities; provide guidance and support for school-based programs and decisions; provide SAC budgetary decisions, along with discussion and approval of school budgets; shows support and attends school functions.

Projected use of school improvement funds, including the amount allocated to each project

With the balance of funds remaining we paid for: Professional Development Opportunities for teachers (example FAME Conference) and Student Planners for first through fifth grade students (Amount \$1900.00)
No state money allocated at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maryann Bull

Principal	Years as Administrator: 24	Years at Current School: 10
-----------	----------------------------	-----------------------------

Credentials BS Elementary Education, MS Educational Leadership Ed.D., Educational Leadership Elementary Education Certificate 1-6, Educational Leadership Certificate

Performance Record

2012- D- Champion Elementary (48% R/52% M; 59% R/54% M; 57% R/39% M)
 2012- C- Ormond Beach Elementary (66% R/65% M; 62% R/62% M; 60% R/54% M)
 2011-C-Champion Elem, AYP N/A(37% R/35% M; 60% R/62% M;55%R/58% M)
 2011-B-Ormond Beach Elem, AYP N/A(61% R/47% M; 61% R/ 52% M; 63%R/ 60% M)
 2010-B-Champion Elem, AYP 85%(71% R/73% M; 60% R/62% M; 55% R/58% M) *
 2009-C-Champion Elem, AYP 74%(67% R/62% M; 51% R/50% M; 43% R/61% M) *
 2008-A-Hurst Elem, AYP 95% (70%R/70% M; 63% R/72% M; 62% R/84%M) *
 2007-A-Hurst Elem, AYP 95% (72%R/66% M; 75% R/60% M; 79%/66% M) *
 2006-A-Hurst Elem, AYP 87% (72%R/66% M; 77% R/62% M; 83% R/60%M) *
 2005-A-Hurst Elem, AYP 90% (77%R/71% M; 65% R/69% M; 57% R/ n/a%M) *
 *(Proficient Reading/Math; LearningGains R/M; Lowest 25% R/M)

Janice Norman

Asst Principal	Years as Administrator: 0	Years at Current School: 0
----------------	---------------------------	----------------------------

Credentials Early Childhood Education, BA Elementary Education Certificate 1-6, MS Educational Leadership

Performance Record The 2013-14 school year is the first year as Assistant Principal.

Asst Principal	Years as Administrator:	Years at Current School:
----------------	-------------------------	--------------------------

Credentials

Performance Record

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Barbara Doherty

Full-time / School-based

Years as Coach: 3

Years at Current School: 6

Areas

Reading/Literacy, Mathematics, RtI/MTSS

Credentials

BS Elementary Education

Performance Record

2011-C-Champion Elementary, AYP N/A (% R/ % M; % R/ % M; % R/ % M) *

2010-B-Champion Elementary, AYP 85% (71% R/73% M; 60% R/62% M; 55% R/58% M) *

Classroom Teachers

of classroom teachers

53

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

, 0%

ESOL endorsed

22, 42%

reading endorsed

8, 15%

with advanced degrees

22, 42%

National Board Certified

5, 9%

first-year teachers

3, 6%

with 1-5 years of experience

10, 19%

with 6-14 years of experience

14, 26%

with 15 or more years of experience

26, 49%

Education Paraprofessionals**# of paraprofessionals**

15

Highly Qualified

15, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Erin Calloway is a mentee this year assigned to Doug Witter. Both are Kindergarten teachers which makes this an appropriate pairing. Mentoring activities include the following: assistance, supervised support, guidance, professional development, guided resource, observations, conferencing, dissemination and clarification of procedure and policies.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Problem Solving/Rtl Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor,

Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Funding for our program and staff allocation come from Title 1 and align to the needs of the school. Additional support (ISTOA, TOA) are provided by the district.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school's Rtl leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes Rtl as an explicit step of problem solving and addresses individual, as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core

members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, intervention teachers and adhoc teachers. In addition, since parent collaboration is essential for the success of PST/Rtl implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PST/Rtl meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations, or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade - level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Professional development will be provided to staff through faculty meetings, data/PLC meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PST/Rtl. School - wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving Team/Rtl process as well as an overview of PST/Rtl is accessible through the PST/Rtl link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web - based state training on PST/Rtl. Job - embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PST/Rtl. Fidelity of SIP will be monitored quarterly by the SBLT.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include: Achievement Series (district assessments), FAIR (individual and class analysis), Volusia Writes, grade level Decision Rules, DRA's and QPA's.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

On the first Wednesday of each month, Professional Development will be provided to support Common Core strategies and initiatives. Additionally, during monthly Data/PLC days teachers will receive Professional Development aligned to: Gradual Release Model, SIPPS, Instructional Review Elements,

Early Warning Systems, etc, Teachers meet at least twice a month to review data and share strategies to improve student achievement.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

Each grade level incorporates research-based intervention programs and strategies to support individual student needs in reading, math, writing, and science. Differentiated instruction is provided to students based on current FAIR, FCAT, and teacher-based data. Students showing above level performance are provided enrichment opportunities to maximize their learning potential.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The data is monitored monthly during Data/PLC meetings to determine appropriate placements. In addition, after every FAIR test, data is re-analyzed to ensure students are aligned with target need and monitor student progress at the grade, class and individual level.

Who is responsible for monitoring implementation of this strategy?

Classroom Teachers work collaboratively with Academic Coach, ISTOA, and Intervention Teachers to monitor student data and appropriate placement. School-based administration will monitor the fidelity of the implementation of the programs and strategies;guiding the teachers in the decision making process.

Strategy: Before or After School Program

Minutes added to school year: 2,160

District Tutoring- Star Program provided to 30 students for after school tutoring. Tutors meet with student individually and student also works independently on computer with appropriate level material.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected through i-Ready and correlated with other school data, such as Interims and FAIR.

Who is responsible for monitoring implementation of this strategy?

Title 1 will be monitoring as well as school based facilitator and school administrator based on i-Ready webinar training on data interpretation.

Strategy: Before or After School Program

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 and math.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Second through Fifth Grade teachers, administration, Academic Coach, ISTOA

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Maryann Bull	Principal
Susie Bouaphanh	School Psychologist
Jen Samar	Exceptional Education Teachers
Barbara Doherty	Academic Coach
Buffy Snipes	Intervention Teacher

Name	Title
Jaime Denny	Intervention Teacher
Marylen Hastings	ISTOA
Monica Smith	TOA (administrator)

How the school-based LLT functions

The school's Rtl leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes Rtl as an explicit step of problem solving and addresses individual, as well

as class, grade - level and school - wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker and ad hoc teachers. In addition, since parent collaboration is essential for the success of PST/Rtl implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PST/Rtl meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?"

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school master schedule is designed so that each teacher is required to implement an uninterrupted, 120- minute Literacy Block, which includes 30-minute Whole Group Instruction and 90-minutes of small group, differentiated instruction. In addition, teachers monitor and analyze individual, class, and grade level data daily to drive instruction and meet the needs of each student. Champion also offers additional support to students in the lowest quartile by providing Reading and Writing Intervention Teachers. The school-wide, one hour Walk to Intervention also supports student learning by offering skill specific, differentiated instruction. Teachers are provided Professional Development in the areas of: Common Core, Gradual Release Model, SIPPS, and Instructional Review Elements. Common Core in Action team will provide year long support of the development and implementation of high quality common core lessons and strategies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	48%	No	63%
American Indian				
Asian		77%		
Black/African American	50%	41%	No	55%
Hispanic	93%	47%	No	93%
White	62%	51%	No	66%
English language learners				
Students with disabilities	32%	18%	No	39%
Economically disadvantaged	53%	45%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	29%	40%
Students scoring at or above Achievement Level 4	50	20%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		18%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	90	56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	21	54%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		83%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		46%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	32	42%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		51%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	52%	No	60%
American Indian				
Asian		92%		
Black/African American	43%	45%	Yes	49%
Hispanic	70%	33%	No	73%
White	59%	52%	No	63%
English language learners				
Students with disabilities	33%	20%	No	40%
Economically disadvantaged	51%	47%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	31%	40%
Students scoring at or above Achievement Level 4	55	22%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		34%
Students scoring at or above Level 7	[data excluded for privacy reasons]		18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	52%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	15	37%	50%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	21%	24%
Students scoring at or above Achievement Level 4	34	40%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		1%
Students scoring at or above Level 7	[data excluded for privacy reasons]		1%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		4
Participation in STEM-related experiences provided for students	137	23%	25%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	16	4%	3%
Students who are not proficient in reading by third grade	50	54%	45%
Students who receive two or more behavior referrals	41	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	62	9%	8%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Kindergarten, First Grade and Second Grade	13	5%	7%
Third, Fourth and Fifth Grade	0	0%	1%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** All teachers will implement effective teaching instruction to impact the ED and including SWD, aligned to common core standards through implementation of the Common Core in Action Plans and school-based professional development.

Goals Detail

G1. All teachers will implement effective teaching instruction to impact the ED and including SWD, aligned to common core standards through implementation of the Common Core in Action Plans and school-based professional development.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Co-Teach ESE/Gen Ed classrooms (Math/Writing)
- Technology
- Kagan trained staff
- Common Core In Action Team
- ESE trained-Common Core & Collaboration
- Data Days
- Mentoring
- ALPHA
- Walk to Intervention
- Special Area aligned with Common Core curriculum
- on-site CHAMPS trainers
- school wide Bear Paw and FCAT incentives
- Academic Coach, ISTOA, and Intervention Teachers

Targeted Barriers to Achieving the Goal

- Student Behaviors interfering with quality instruction
- Lack of Common Core collaboration opportunities
- Fidelity and quality implementation of professional development

Plan to Monitor Progress Toward the Goal

Observations (peer and administrative)

Person or Persons Responsible

School Based Administrators, Academic Coach, ISTOA, peer teachers

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

referral reduction, ongoing progress monitoring, district interims, VSET

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching instruction to impact the ED and including SWD, aligned to common core standards through implementation of the Common Core in Action Plans and school-based professional development.

G1.B1 Student Behaviors interfering with quality instruction

G1.B1.S1 Develop and implement a school wide discipline plan

Action Step 1

The BLT team will create a school wide discipline plan which the faculty will be trained to implement.

Person or Persons Responsible

BLT Team, faculty members, and school based administrators

Target Dates or Schedule

At a scheduled faculty meeting all faculty and staff will be trained to implement the plan. In addition, parents will be informed through the school newsletter, the student handbook, and at Open House.

Evidence of Completion

There will be fewer student referrals

Facilitator:

BLT Team

Participants:

All faculty and school based administrators.

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

Monitoring the fidelity of the implementation of the school wide discipline plan

Person or Persons Responsible

Guidance and School based administrators

Target Dates or Schedule

The school wide discipline plan will be implemented at the beginning of the school year; ongoing and monitored closely throughout the year.

Evidence of Completion

There will be a decrease of student referrals which will lead to an increase of student achievement on district and state assessments.

Plan to Monitor Effectiveness of G1.B1.S1

The referrals will be analyzed following each quarterly referral report in comparison to student achievement.

Person or Persons Responsible

BLT Team and Classroom teachers

Target Dates or Schedule

Student achievement will be monitored monthly during Data Days and referrals will be monitored quarterly.

Evidence of Completion

There will be a decrease of student referrals which will lead to an increase of student achievement on district and state assessments.

G1.B1.S2 Provide CHAMPS training to teachers

Action Step 1

CHAMPS training broken into small parts as a refresher and review

Person or Persons Responsible

Academic Coach and Administrative TOA

Target Dates or Schedule

Mini lessons provided to faculty during select faculty meetings

Evidence of Completion

Printed agenda

Facilitator:

Barb Doherty and Monica Smith

Participants:

All faculty

Plan to Monitor Fidelity of Implementation of G1.B1.S2

School wide use of CHAMPS

Person or Persons Responsible

Academic Coach, School based administration, and ISTOA

Target Dates or Schedule

Classroom walk-throughs will be conducted throughout the school year.

Evidence of Completion

Follow-up discussion and feedback from anecdotal records and VSET observations by school based administration.

Plan to Monitor Effectiveness of G1.B1.S2

CHAMPS strategies implemented school wide

Person or Persons Responsible

Classroom Teachers, school administrators, BLT team, Academic Coach, and ISTOA

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

The number of referrals will decrease and student achievement will increase on district and state assessments.

G1.B1.S6 BLT and ESE teachers will provide behavioral/academic strategies to general education teachers during grade level/PLC meetings and Data Days.

Action Step 1

Professional development in regards to SWD

Person or Persons Responsible

ESE Teachers, General education teachers,

Target Dates or Schedule

Grade level/PLC meetings, and Data Days

Evidence of Completion

Minutes provided to school based administrator

Facilitator:

ESE Teachers

Participants:

All faculty

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Professional development of behavioral and academic strategies

Person or Persons Responsible

School based administration, Academic Coach, ISTOA

Target Dates or Schedule

During PLC/grade level meetings,

Evidence of Completion

Quarterly Behavioral Data (district analysis of referral report), walk-throughs, minutes including collaborative discussions from PLC/grade level meetings

Plan to Monitor Effectiveness of G1.B1.S6

Teachers will work collaboratively with administration and BLT to monitor student progress academically and behaviorally.

Person or Persons Responsible

Classroom teachers, ESE Teachers, School based administration, Academic Coach, ISTOA

Target Dates or Schedule

Data Days, BLT meetings, grade level/PLC meetings

Evidence of Completion

The number of referrals will decrease and student performance on state and district assessments will increase.

G1.B2 Lack of Common Core collaboration opportunities

G1.B2.S1 Leadership teams consisting of the Principal, TOA, Academic Coach, ISTOA, Intervention Teachers, and Exceptional Education Teacher will provide professional development to teachers to support Common Core implementation and the Gradual Release Module during PLC, Data Days, PD days, and/or faculty meetings.

Action Step 1

CCIA teams will provide professional development on Common Core for the staff during select faculty meetings. The literacy team will provide professional development on the Gradual Release Module during selected PD Day with follow-ups on Data Days.

Person or Persons Responsible

CCIA team and Literacy Team

Target Dates or Schedule

Select faculty meetings, PD days, and Data Days

Evidence of Completion

Minutes and Agendas

Facilitator:

CCIA Team and Literacy Team

Participants:

All faculty

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

Implementation of the professional development in regards to the Gradual Release Module

Person or Persons Responsible

Academic Coach, ISTOA, Administration

Target Dates or Schedule

During followup coaching, and walkthroughs

Evidence of Completion

Minutes and VSET

Plan to Monitor Effectiveness of G1.B2.S1

Implementation of Common Core strategies, activities and lessons in addition to the Gradual Release Module

Person or Persons Responsible

Classroom teachers, ESE Teachers, Academic Coach, ISTOA

Target Dates or Schedule

PLC, Data Days, PD Days, and/or faculty meetings

Evidence of Completion

Higher students achievement on formative and summative state and district assessments.

G1.B2.S2 At the beginning of selected faculty meetings Common Core mini lessons will be provided by distinguished teachers in regards to strategies, activities, and lessons. Suggestions for classroom intervention and tutoring materials will be discussed.

Action Step 1

Mini lessons in regards to highly effective teaching strategies, activities, and lesson plans

Person or Persons Responsible

Classroom teachers, Academic Coach, ISTOA, ESE Teachers, Intervention Teachers

Target Dates or Schedule

Faculty Meetings

Evidence of Completion

Agenda

Facilitator:

Classroom Teachers, Academic Coach, ISTOA, ESE Teachers, Intervention Teachers

Participants:

All faculty

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Effective teaching strategies, activities, and lesson plans will be implemented.

Person or Persons Responsible

School based administration, ISTOA, Academic Coach

Target Dates or Schedule

Walk-through observations of classrooms and followup coaching

Evidence of Completion

Anecdotal records, observations by school based administrators for the VSET module.

Plan to Monitor Effectiveness of G1.B2.S2

Implementation of effective teaching strategies, activities, and lesson plans

Person or Persons Responsible

Teachers, ISTOA, and Academic Coach

Target Dates or Schedule

During PLC and Data Days

Evidence of Completion

Higher student achievement on state and district formative and summative assessments.

G1.B2.S3 ISTOA will communicate vertically between all grade levels in regards to Common Core strategies, goals and requirements within each grade level during grade level/PLC meetings. Suggestions for classroom intervention and tutoring materials will be discussed.

Action Step 1

Collaboration of effective strategies, goals, and grade level requirements

Person or Persons Responsible

ISTOA, classroom teachers

Target Dates or Schedule

PLC/grade level meetings

Evidence of Completion

Minutes

Facilitator:

ISTOA

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Collaborative Common Core discussions of strategies, goals, and requirements for each grade level.

Person or Persons Responsible

ISTOA

Target Dates or Schedule

Throughout the year during grade level/PLC meetings

Evidence of Completion

minutes and documentation for email

Plan to Monitor Effectiveness of G1.B2.S3

Collaborative Common Core discussions on strategies, goals and requirements within each grade level

Person or Persons Responsible

Classroom teachers, Academic Coach, ISTOA

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student achievement on state and district tests will increase

G1.B2.S4 Teachers will be provided a two hour district training each month in regards to implementation and integration of Common Core strategies, activities, and lessons.

Action Step 1

Professional Development in regards to Common Core strategies, activities, and lessons

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

The first Wednesday of each month

Evidence of Completion

Sign-In Sheet and observations made of implementation by the Academic Coach, ISTOA, and administration

Facilitator:

Leadership Team

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Professional Development of Common Core strategies, activities and lessons

Person or Persons Responsible

Academic Coach, ISTOA, and administration

Target Dates or Schedule

Follow-up coaching and walk through observations

Evidence of Completion

Minutes and VSET module

Plan to Monitor Effectiveness of G1.B2.S4

Implementation of professional development of Common Core strategies, activities and lessons

Person or Persons Responsible

Teachers, Academic Coach, ISTOA

Target Dates or Schedule

Followup coaching and Data Days

Evidence of Completion

Higher student achievement on district and state formative and summative assessments.

G1.B2.S5 Science Night at the Museum will be provided to help enrich student learning incorporated through the integration of Common Core strategies, activities and lessons

Action Step 1

Science Night at the Museum

Person or Persons Responsible

Students, Faculty and Staff

Target Dates or Schedule

December 3rd, 2013

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S5

Science Night at the Museum

Person or Persons Responsible

Administration

Target Dates or Schedule

December, 3 2013

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G1.B2.S5

Science Night at the Museum

Person or Persons Responsible

Students

Target Dates or Schedule

December 3, 2013

Evidence of Completion

Sign In Sheets

G1.B3 Fidelity and quality implementation of professional development

G1.B3.S1 Walk-throughs will be conducted by school based administrators and shared with the teachers through the VSET module.

Action Step 1

Implementation of professional development into classrooms

Person or Persons Responsible

School based administrators, Classroom Teachers

Target Dates or Schedule

Ongoing observations throughout the year

Evidence of Completion

VSET module

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

VSET

Person or Persons Responsible

Area Superintendent

Target Dates or Schedule

At scheduled school visits and yearly review

Evidence of Completion

VSET report

Plan to Monitor Effectiveness of G1.B3.S1

Walk-through observations and classroom visits

Person or Persons Responsible

Classroom Teachers, School based administrators, Academic Coach, ISTOA

Target Dates or Schedule

throughout the school year

Evidence of Completion

Student achievement on district and state assessments will increase

G1.B3.S2 Academic Coach and ISTOA will provide in class follow-up coaching for all school based professional development.

Action Step 1

Follow-up coaching

Person or Persons Responsible

Academic Coach, ISTOA, classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Anecdotal notes

Plan to Monitor Fidelity of Implementation of G1.B3.S2

VSET observations

Person or Persons Responsible

School based administrators and District Specialists

Target Dates or Schedule

Throughout the school year

Evidence of Completion

VSET evidence and evaluation module

Plan to Monitor Effectiveness of G1.B3.S2

Classroom teachers are implementing skills taught by Academic Coach and ISTOA

Person or Persons Responsible

Classroom teachers, Academic Coach, ISTOA

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student achievement will increase on state and district assessments

G1.B3.S3 SBLT will meet quarterly to monitor the fidelity and effectiveness of the implementation of professional development and the school's progress within the problem solving module to ensure the school is meeting its targets and goals, as well as providing recommendations for tutoring and intervention opportunities for students.

Action Step 1

Monitoring fidelity and effectiveness of professional development in regards to student behavior

Person or Persons Responsible

SBLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Check for Fidelity of the implementation of professional development

Person or Persons Responsible

School based administrators

Target Dates or Schedule

quarterly

Evidence of Completion

minutes

Plan to Monitor Effectiveness of G1.B3.S3

Classroom teachers and SBLT will analyze school data in regards to academics and discipline referrals

Person or Persons Responsible

Classroom teachers, SBLT, School based Administration

Target Dates or Schedule

Quarterly and after FAIR assessments

Evidence of Completion

Student achievement on district and state assessments will increase and the number of referrals will decrease.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at 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 Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in phonics and comprehension via a push-in/small group model
- Writing Intervention Teacher to provide interventions for students in text dependent questions and prompt writing via a push - in/small group model
- Math Intervention Teacher to provide interventions for students
- 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 FCAT data

Title I, Part C-Migrant

Not Applicable

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers

to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X-Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Champion Elementary utilizes these resources through the following:

- After School Tutoring in Math
- After School Tutoring in Reading
- Science Camp
- FCAT 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:

- Recipient of the Fruit and Vegetable Grant
- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes

Housing Programs

Not Applicable

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote

continuity of services and effective transitions for children and their families. These include:

-Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to

elementary school.

- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition- related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Champion Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement effective teaching instruction to impact the ED and including SWD, aligned to common core standards through implementation of the Common Core in Action Plans and school-based professional development.

G1.B1 Student Behaviors interfering with quality instruction

G1.B1.S1 Develop and implement a school wide discipline plan

PD Opportunity 1

The BLT team will create a school wide discipline plan which the faculty will be trained to implement.

Facilitator

BLT Team

Participants

All faculty and school based administrators.

Target Dates or Schedule

At a scheduled faculty meeting all faculty and staff will be trained to implement the plan. In addition, parents will be informed through the school newsletter, the student handbook, and at Open House.

Evidence of Completion

There will be fewer student referrals

G1.B1.S2 Provide CHAMPS training to teachers

PD Opportunity 1

CHAMPS training broken into small parts as a refresher and review

Facilitator

Barb Doherty and Monica Smith

Participants

All faculty

Target Dates or Schedule

Mini lessons provided to faculty during select faculty meetings

Evidence of Completion

Printed agenda

G1.B1.S6 BLT and ESE teachers will provide behavioral/academic strategies to general education teachers during grade level/PLC meetings and Data Days.

PD Opportunity 1

Professional development in regards to SWD

Facilitator

ESE Teachers

Participants

All faculty

Target Dates or Schedule

Grade level/PLC meetings, and Data Days

Evidence of Completion

Minutes provided to school based administrator

G1.B2 Lack of Common Core collaboration opportunities

G1.B2.S1 Leadership teams consisting of the Principal, TOA, Academic Coach, ISTOA, Intervention Teachers, and Exceptional Education Teacher will provide professional development to teachers to support Common Core implementation and the Gradual Release Module during PLC, Data Days, PD days, and/or faculty meetings.

PD Opportunity 1

CCIA teams will provide professional development on Common Core for the staff during select faculty meetings. The literacy team will provide professional development on the Gradual Release Module during selected PD Day with follow-ups on Data Days.

Facilitator

CCIA Team and Literacy Team

Participants

All faculty

Target Dates or Schedule

Select faculty meetings, PD days, and Data Days

Evidence of Completion

Minutes and Agendas

G1.B2.S2 At the beginning of selected faculty meetings Common Core mini lessons will be provided by distinguished teachers in regards to strategies, activities, and lessons. Suggestions for classroom intervention and tutoring materials will be discussed.

PD Opportunity 1

Mini lessons in regards to highly effective teaching strategies, activities, and lesson plans

Facilitator

Classroom Teachers, Academic Coach, ISTOA, ESE Teachers, Intervention Teachers

Participants

All faculty

Target Dates or Schedule

Faculty Meetings

Evidence of Completion

Agenda

G1.B2.S3 ISTOA will communicate vertically between all grade levels in regards to Common Core strategies, goals and requirements within each grade level during grade level/PLC meetings. Suggestions for classroom intervention and tutoring materials will be discussed.

PD Opportunity 1

Collaboration of effective strategies, goals, and grade level requirements

Facilitator

ISTOA

Participants

Classroom Teachers

Target Dates or Schedule

PLC/grade level meetings

Evidence of Completion

Minutes

G1.B2.S4 Teachers will be provided a two hour district training each month in regards to implementation and integration of Common Core strategies, activities, and lessons.

PD Opportunity 1

Professional Development in regards to Common Core strategies, activities, and lessons

Facilitator

Leadership Team

Participants

Faculty

Target Dates or Schedule

The first Wednesday of each month

Evidence of Completion

Sign-In Sheet and observations made of implementation by the Academic Coach, ISTOA, and administration

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement effective teaching instruction to impact the ED and including SWD, aligned to common core standards through implementation of the Common Core in Action Plans and school-based professional development.	\$284,914
Total		\$284,914

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Evidence-Based Program	Total
Title One	\$274,519	\$10,000	\$395	\$284,914
Total	\$274,519	\$10,000	\$395	\$284,914

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement effective teaching instruction to impact the ED and including SWD, aligned to common core standards through implementation of the Common Core in Action Plans and school-based professional development.

G1.B1 Student Behaviors interfering with quality instruction

G1.B1.S6 BLT and ESE teachers will provide behavioral/academic strategies to general education teachers during grade level/PLC meetings and Data Days.

Action Step 1

Professional development in regards to SWD

Resource Type

Personnel

Resource

Teachers will receive professional development throughout the year during Data Days. The allotted funds will be used to purchase subs and allow the teachers time during their work day to receive the required professional development.

Funding Source

Title One

Amount Needed

\$25,000

G1.B2 Lack of Common Core collaboration opportunities

G1.B2.S1 Leadership teams consisting of the Principal, TOA, Academic Coach, ISTOA, Intervention Teachers, and Exceptional Education Teacher will provide professional development to teachers to support Common Core implementation and the Gradual Release Module during PLC, Data Days, PD days, and/or faculty meetings.

Action Step 1

CCIA teams will provide professional development on Common Core for the staff during select faculty meetings. The literacy team will provide professional development on the Gradual Release Module during selected PD Day with follow-ups on Data Days.

Resource Type

Personnel

Resource

An Academic Coach and three intervention teachers will be purchased to assist teachers in professional development and help increase student performance overall.

Funding Source

Title One

Amount Needed

\$234,519

G1.B2.S2 At the beginning of selected faculty meetings Common Core mini lessons will be provided by distinguished teachers in regards to strategies, activities, and lessons. Suggestions for classroom intervention and tutoring materials will be discussed.

Action Step 1

Mini lessons in regards to highly effective teaching strategies, activities, and lesson plans

Resource Type

Evidence-Based Materials

Resource

Materials will be purchased to provide effective intervention to the students.

Funding Source

Title One

Amount Needed

\$5,000

G1.B2.S3 ISTOA will communicate vertically between all grade levels in regards to Common Core strategies, goals and requirements within each grade level during grade level/PLC meetings. Suggestions for classroom intervention and tutoring materials will be discussed.

Action Step 1

Collaboration of effective strategies, goals, and grade level requirements

Resource Type

Evidence-Based Materials

Resource

Materials will be purchased to provide effective intervention to the students.

Funding Source

Title One

Amount Needed

\$5,000

G1.B2.S5 Science Night at the Museum will be provided to help enrich student learning incorporated through the integration of Common Core strategies, activities and lessons

Action Step 1

Science Night at the Museum

Resource Type

Evidence-Based Program

Resource

Science Night at the MOAS museum will help enrich student learning. The museum provides classes for the students to participate in, and there are many hands-on experiences and learning.

Funding Source

Title One

Amount Needed

\$395

G1.B3 Fidelity and quality implementation of professional development

G1.B3.S3 SBLT will meet quarterly to monitor the fidelity and effectiveness of the implementation of professional development and the school's progress within the problem solving module to ensure the school is meeting its targets and goals, as well as providing recommendations for tutoring and intervention opportunities for students.

Action Step 1

Monitoring fidelity and effectiveness of professional development in regards to student behavior

Resource Type

Personnel

Resource

Tutors will be purchased as an effective means to increase student achievement.

Funding Source

Title One

Amount Needed

\$15,000