

Volusia County Schools

Champion Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	28
Budget to Support Goals	29

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: 6/9/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	29

Champion Elementary School

921 TOURNAMENT DR, Daytona Beach, FL 32124

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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	Position Title	Job Duties and Responsibilities
Brown, Michele	Assistant Principal	Michele Brown serves as the Assistant Principal. Mrs. Brown's is the school level point of contact for K-5 ELA instructional practices and accountability measures. Mrs. Brown's responsibilities include and are not limited to campus operations, school-wide communications systems, instructional/support evaluations, instructional resource management and safety/security.
Polite, Angela	Principal	To operationalize CES values into observable, measurable behaviors to which students and staff are held accountable to drastically improve student learning outcomes.
Wood, L	Teacher, K-12	Mrs. Wood serves as the 3rd grade team leader and primary grades representative on the school based leadership team.
Dedea, J	School Counselor	Mrs. DeDea serves as the school counselor and SEL representative on the school based leadership team.
Everage, Jillian	Reading Coach	Jillian Everage serves as 3rd-5th grade ELA Academic Coach. Her responsibilities include and are not limited to ELA instructional coaching cycles, guided team planning, ongoing formative assessment reviews and response to data. Direct report to Michele Brown ELA Point of Contact.
Hawkesworth, Amanda	Instructional Coach	Amanda Hawkesworth serves as Kindergarten-2nd grade ELA Academic Coach. Her responsibilities include and are not limited to ELA instructional coaching cycles, guided team planning, ongoing formative assessment reviews and response to data. Direct report to Michele Brown ELA Point of Contact.
Goldstone, Lauren	Teacher, K-12	Lauren Goldstone serves as 5th grade Interventionist and Gen Ed support representative on the school-based leadership team. Her responsibilities include and are not limited to providing a double dose of core instruction to L25 students and students lacking mastery of identified essential standards. Direct report to Principal.
Granato, Jessica	Teacher, ESE	Jessica Granato serves as the 504 contact and ESE support representative on the school-based leadership team. Her responsibilities include the delivery of specialized instruction to students with an IEP.
Saboungi, Tala	Teacher, K-12	Miss Saboungi serves as the 5th grade team leader and intermediate grades representative on the school based leadership team.

Demographic Information

Principal start date

Wednesday 6/9/2021, 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.*

1

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

560

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data**Early Warning Systems****2021-22**

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	88	70	102	101	82	102	0	0	0	0	0	0	0	545
Attendance below 90 percent	16	22	22	27	17	36	0	0	0	0	0	0	0	140
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	9	8	9	0	0	0	0	0	0	0	26
Course failure in Math	0	0	0	5	4	9	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	22	30	0	0	0	0	0	0	0	61
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	28	32	0	0	0	0	0	0	0	70
Number of students with a substantial reading deficiency	4	8	0	6	0	1	0	0	0	0	0	0	0	19
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	9	13	20	0	0	0	0	0	0	0	42

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	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/22/2021

2020-21 - 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	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

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	56%	57%	42%	55%	56%
ELA Learning Gains				45%	56%	58%	38%	51%	55%
ELA Lowest 25th Percentile				37%	46%	53%	40%	39%	48%
Math Achievement				41%	59%	63%	41%	60%	62%
Math Learning Gains				33%	56%	62%	34%	54%	59%
Math Lowest 25th Percentile				30%	43%	51%	24%	40%	47%
Science Achievement				49%	57%	53%	40%	58%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	51%	58%	-7%	58%	-7%
Cohort Comparison						
04	2021					
	2019	35%	54%	-19%	58%	-23%
Cohort Comparison		-51%				
05	2021					
	2019	46%	54%	-8%	56%	-10%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	60%	-8%	62%	-10%
Cohort Comparison						
04	2021					
	2019	36%	59%	-23%	64%	-28%
Cohort Comparison		-52%				
05	2021					
	2019	26%	54%	-28%	60%	-34%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	56%	-11%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 1 - ELA VLT 1, 2, and 3 and iReady Diagnostic 1,2, and 3/ Math iReady Diagnostic 1,2, and 3
 Grade 2 - ELA VLT 1, 2, and 3 and iReady Diagnostic 1,2, and 3/ Math iReady Diagnostic 1,2, and 3
 Grade 3 - ELA VLT 1, 2, and 3 and iReady Diagnostic 1,2, and 3/ Math iReady Diagnostic 1,2, and 3
 Grade 4 - ELA VLT 1, 2, and 3 and iReady Diagnostic 1,2, and 3/ Math iReady Diagnostic 1,2, and 3
 Grade 5 - ELA VLT 1, 2, and 3 and iReady Diagnostic 1,2, and 3/ Math iReady Diagnostic 1,2, and 3
 Grades 3-5 Math SMT 1
 Grade 5- Science Topic Checks 1-9, VST 1, 2 and 3 SMT 1 and 2

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	99/14%	98/28%	100/33%
	Economically Disadvantaged	89/14%	89/30%	88/34%
	Students With Disabilities	15/6%	13/0%	14/14%
	English Language Learners	1/0%	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	94/13%	96/19%	102/41%
	Economically Disadvantaged	85/12%	87/20%	90/40%
	Students With Disabilities	14/7%	12/0%	16/6%
	English Language Learners	1/0%	1/0%	1/25%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72/36%	79/45%	82/43%
	Economically Disadvantaged	61/31%	66/40%	69/40%
	Students With Disabilities	10/10%	10/20%	13/7%
	English Language Learners	3/33%	3/66%	3/66%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72/16	74/33%	75/40%
	Economically Disadvantaged	61/14%	61/31%	62/38%
	Students With Disabilities	10/20%	11/9%	11/9%
	English Language Learners	3/0%	3/66%	3/66%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73/41%	95/49%	82/53%
	Economically Disadvantaged	60/35%	81/43%	67/46%
	Students With Disabilities	19/21%	23/17%	20/25%
	English Language Learners	3/0%	4/50%	4/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72/11%	90/27%	78/48%
	Economically Disadvantaged	59/10%	74/22%	64/42%
	Students With Disabilities	19/5%	20/15%	17/11%
	English Language Learners	3/0%	4/25%	4/50%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	85/36%	93/34%	89/51%
	Economically Disadvantaged	70/30%	76/27%	70/45%
	Students With Disabilities	20/15%	21/14%	19/15%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	81/16%	89/32%	88/53%
	Economically Disadvantaged	67/8%	73/28%	69/46%
	Students With Disabilities	19/5%	19/.5%	19/26%
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	74/32%	81/31%	78/40%
	Economically Disadvantaged	62/30%	68/31%	64/40%
	Students With Disabilities	19/0%	21/12%	17/5%
	English Language Learners	5/20%	6/33%	6/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74/16%	83/25%	79/41%
	Economically Disadvantaged	62/14%	70/21%	65/41%
	Students With Disabilities	18/5%	23/4%	17/17%
	English Language Learners	5/0%	6/0%	6/33%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	344/37%	283/56%	236/65%
Science	Economically Disadvantaged	286/33%	240/55%	194/60%
	Students With Disabilities	89/0%	71/32%	55/44%
	English Language Learners	23/20%	19/17%	18/67%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	344/37%	283/56%	236/65%
	Economically Disadvantaged	286/33%	240/55%	194/60%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	32	20	21	27	9	21				
ELL											
ASN	73			73							
BLK	30	32		23	20	18	27				
HSP	38	30		44	40		50				
MUL	61			61							
WHT	54	58		52	42		53				
FRL	40	37	25	37	30	18	43				
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						

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	90
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	90

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All CES school grade accountability data falls significantly below the district and state performance levels. The percentage of students demonstrating proficiency in ELA, Math and Science have consistently been below 50%. The percentage of students in the lower quartile making a learning gain in math and ELA is disproportionately lower than students not in the lower quartile.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the data components, consistently, less than half of all students demonstrate proficiency and/or learning gains. Our need for improvement is evidenced in all components. The learning outcomes of our students with disabilities and African American students continue to be disproportionately lower than their grade level peers.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based on the last 3 years of data, less than half of students demonstrate proficiency in ELA, Math and Science. A lower percentage of students demonstrate a learning gain in the African American sub-group population's learning outcomes have consistently fallen below 32%(F). The SWD's subgroup learning outcomes have consistently fallen between 33% and 40%.(D) The number of students appearing in these sub-groups is over half of the overall student enrollment

Contributing factors included:

Lack of framework for differentiated instructional support to include targeted planning, instructional delivery coaching, modeling and feedback cycles.

Lack of a timely response to student learning outcomes within the instructional windows.

Limited integration across content areas of instructional best practices such as higher order questioning, student data conferencing, task/target alignment and true on grade level (level 4 and level 5 achievement descriptors) instruction.

Actions to be taken to address this need include:

Implement systems and framework for tiered instructional support for all instructional staff.

Designate point of contacts for each accountability component to track progress in smaller increments and initiate a feedback cycle to include planning, monitoring of instructional delivery, classroom modeling, and data review. Define specific look fors for instructional delivery, student learning and the academic-focused environment.

Targeted professional development and "Next-step" focused PLC's.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 19-20SY to 20-21SY iReady Diagnostic Winter comparison, there was a 5% decrease in the students identified as "at risk" in overall reading. Using the same data source, there was a 3% increase in the percentage of students identified as tier 1 in iReady math.

18-19 to 20-21 FSA Comparison:

ELA Proficiency: 45% to 45%

Math Proficiency: 41% to 42%

Science: 49% to 47%

ELA LG: 45% to 41%

Math LG: 33% to 35%

ELA LQLG: 37% to 26%

Math LQLG: 30% to 22%

What were the contributing factors to this improvement? What new actions did your school take in this area?

Improvements where observed were marginal. Extended team planning and collaboration was implemented. Targeted 2nd quarter intervention plan for grades 3rd through 5th was implemented.

What strategies will need to be implemented in order to accelerate learning?

Implement systems and framework for tiered instructional support.

Designate point of contacts for each accountability component to track progress in smaller increments and initiate a feedback cycle to include planning, monitoring of instructional delivery, classroom modeling, and data review. Define specific look fors for instructional delivery, student learning and the academic environment.

Targeted professional development and "Next-step" focused PLC's.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Learning:

Math Block & Formative Assessments

Instructional Delivery Progress Monitoring

Teacher Clarity/Success Criteria Playbook Study

OPM/Student Data Tracking

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Conduct a year-end review of the the instructional support and progress monitoring accountability framework against student year-end summative data outcomes. Embed the reflective process into annual SIP review meeting.

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Rationale: As a result of our Needs Assessment and Analysis it revealed that our Math Proficiency 42%, Learning Gains 35% and the Lowest Quartile performed at 22% was far below the district and state average.

All Math accountability components reveal a lack of proficiency and learning gains for greater than 50% of the assessed grade levels. Most students exiting Champion are likely to need substantial support for the next grade as described in the level 2 FSA achievement level descriptors. Further analysis revealed that most of the students in our Lowest Quartile were also in our five targeted ESSA Subgroups, ESE, Economically Disadvantaged, Black, Multi-racial, and Hispanic, that performed below 41%.

Measurable Outcome:

Increase Math Proficiency 42% to 60%.
 Increase Math Lowest Quartile from 22% to 60%.
 Increase Math Learning Gains from 35% to 60%

Monitoring:

A weekly instructional delivery monitoring schedule will be implemented with administrative team members assigned to monitor specific areas of focus, aligned to the state accountability component cells. The assigned administrator will be designated as the point of contact for instructional support and student support teams for their area. Bi-weekly team whole team instructional walks will be used to gather feedback for instructional adjustments. The Champion Support Team, consisting of the Point Contacts, Academic Coaches, Interventionists and Support Facilitators will meet monthly to review individual role specific deliverables.

The following student data will be used to monitor progress towards 60% of students in grades 3-5 demonstrating proficiency and/or improvement in math:

- I-Ready diagnostic 1(baseline),2 and 3
- Mid-unit formative assessments
- VCS Math Topic Checks (formative/summative)

Person responsible for monitoring outcome:

Angela Polite (adpolite@volusia.k12.fl.us)

Evidence-based Strategy:

Formative Assessments:
 Focus on the use of formative assessments within the instructional window to make real-time adjustments before reaching end of unit assessments.

Rationale for Evidence-based Strategy:

Formative assessments are the most instructionally sensitive types of assessment and are considered an ongoing activity or process. They are embedded within instructional activities and are linked directly to current teaching and learning activities in the classroom. The teacher determines the specific assessment given to each student or group based on their particular areas of need or the concepts being taught, and the data are used to differentiate or individualize instruction. The results help diagnose student progress, identify gaps in knowledge and understanding, and determine how to help teachers and students improve student learning (Perie et al., 2007).

Action Steps to Implement

Review diagnostic data and historical learning trends to locate students' current learning status in relation to the continuous set of skills needed to master the learning standard.

Person Responsible Lauren Goldstone (lrgoldst@volusia.k12.fl.us)

Team pacing and planning of standards based instruction for whole group, small group and intervention utilizing district curriculum resources to embed formative assessments within the instructional window.
Emily Fagerstrom

Person Responsible Emily Fagerstrom (ekfagers@volusia.k12.fl.us)

Ongoing coaching cycles to provide instructional feedback, modeling and strategic data analysis.
Emily Fagerstrom

Person Responsible Emily Fagerstrom (ekfagers@volusia.k12.fl.us)

Professional Learning: Math Formative Assessments.
Emily Fagerstrom

Person Responsible Emily Fagerstrom (ekfagers@volusia.k12.fl.us)

Weekly instructional monitoring reviews by Math Point Contact for ongoing data collection and feedback.

Person Responsible Angela Polite (adpolite@volusia.k12.fl.us)

Conduct monthly Support Team Meetings to review math point contact, academic coach and intervention math deliverables.

Person Responsible Angela Polite (adpolite@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Rationale: As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency 45%, Learning Gains 41% and the Lowest Quartile performed at 26% was far below the district and state average. All ELA accountability components reveal a lack of proficiency and learning gains for greater than 50% of the assessed grade levels. Most students exiting Champion are likely to need substantial support for the next grade as described in the level 2 FSA achievement level descriptors. Further analysis revealed that most of the students in our Lowest Quartile were also in our five targeted ESSA Subgroups, ESE, Economically Disadvantaged, Black, Multi-racial, and Hispanic, that performed below 41%.

Measurable Outcome: Increase ELA proficiency from 45% to 60%
Increase ELA Learning Gains from 41% to 60%
Increase Lowest Quartile Gains from 26% to 60%.

Monitoring: This Area of Focus will be monitored for the desired outcome by providing teachers with professional learning on how to plan and implement effective comprehension strategies in their ELA lessons. To ensure that teachers are implementing these effective strategies, Academic Coaches and Administration will conduct walk-throughs providing specific feedback and analyze student data (Progress Monitoring, iReady, VLT's, and classroom formatives) through PLC's, Data Chats, and collaborative planning sessions to monitor student achievement.

Person responsible for monitoring outcome: Angela Polite (adpolite@volusia.k12.fl.us)

Evidence-based Strategy: Comprehension Strategies: predict, summarize, ask questions, visualize, and monitor comprehension (P.D Pearson, J.A Dole)

Rationale for Evidence-based Strategy: Comprehension strategy instruction is beneficial when multiple strategies are taught, explicitly modeled, and students gradually assume more responsibility in using strategies independently. This explicit instruction of comprehension strategies provide students with the necessary knowledge to analyze and interpret complex texts leading to an increase in reading proficiency.

Action Steps to Implement

Review Lowest Quartile and Learning Gains Data to finalize master schedule focused on proper placement of students for intervention, ESE, and ESOL support.

Person Responsible Michele Brown (mmbrown@volusia.k12.fl.us)

Facilitate PL on implementing effective comprehension strategies (predict, summarize, ask questions, visualize, and monitor comprehension through text marking)

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

Create coaching cycles to support teacher growth in planning and implementing effective comprehension strategies (predict, summarize, ask questions, visualize, and monitor comprehension through text marking).

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

Conduct learning walks with coaches and teachers during ELA instructional time.

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

Conduct monthly progress monitoring meetings with ESE, ELL, and Intervention Teachers to review data and support services to plan instruction.

Person Responsible Angela Polite (adpolite@volusia.k12.fl.us)

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

Person Responsible Michele Brown (mmbrown@volusia.k12.fl.us)

Conduct Collaborative Planning sessions weekly focused on developing teacher knowledge and skills on effective comprehension strategies (predict, summarize, ask questions, visualize, and monitor comprehension through text marking).

Person Responsible Michele Brown (mmbrown@volusia.k12.fl.us)

Conduct instructional pacing and planning sessions quarterly.

Person Responsible Angela Polite (adpolite@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Rationale: As a result of our Needs Assessment and Analysis it revealed that our Science Proficiency 47%, is below the district and state average. The Science accountability component reveals a lack of proficiency for greater than 50% of the assessed grade level. Most 5th grade students exiting Champion are likely to need substantial support for the next grade as described in the level 2 FSA achievement level descriptors for science.

Measurable Outcome: Increase Science Proficiency from 47% to 60%.

Monitoring: This Area of Focus will be monitored for the desired outcome by providing teachers with professional learning on how to plan and implement hands-on investigations and experiments to increase student achievement in Science. To ensure that teachers are implementing this approach, the science Point Contact will conduct walk-throughs providing specific feedback and assist with the analysis of student data (SMT's, Topic Checks, and classroom formatives) through PLC's, Data Chats, and collaborative planning sessions to monitor student achievement.

Person responsible for monitoring outcome: Angela Polite (adpolite@volusia.k12.fl.us)

Evidence-based Strategy: Daily science standards based instruction with clear alignment between learning targets and learning tasks in grades K-5 to include hands on investigations and experiments.

Rationale for Evidence-based Strategy: Research has shown that students who engage in daily science instruction and well-designed hands-on experiences develop problem-solving and critical-thinking skills. Hands-on experiences significantly advance learning at all levels of science education when appropriately designed and guided by highly trained teachers.

Action Steps to Implement

Weekly pacing and planning of science instruction in all grades.

Person Responsible Angela Polite (adpolite@volusia.k12.fl.us)

Professional Learning to review vertical alignments of science standards across grade levels and the facilitation of hands on science exploration.

Reva Woodard

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

Provide materials for investigations and common experiments from the district curriculum maps.

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

Create coaching cycles to support teacher growth in planning and implementing rigorous Science curriculum.

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

Conduct weekly instructional delivery monitoring.

Person Responsible Angela Polite (adpolite@volusia.k12.fl.us)

Conduct monthly Support Team Meetings to review science point contact, academic coach and intervention math deliverables.

Person Responsible Angela Polite (adpolite@volusia.k12.fl.us)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus
Description and Rationale: Students will be transitioning back to a traditional school year following the COVID-19 pandemic. Our students will require clear expectations for achievement and engage on campus in all settings.

Measurable Outcome: Decrease referrals from 275 to 125; increase in student achievement.

Monitoring: SEL TOA will incorporate Restorative Practices to help students and teachers make amends when harm may have been done. Behavior specialist will assist teachers in developing classroom behavior plans to address specific student needs. Administration will monitor student referrals monthly and quarterly to ensure we are decreasing student referrals, which will keep students in the classroom and increase student achievement.

Person responsible for monitoring outcome: Angela Polite (adpolite@volusia.k12.fl.us)

Evidence-based Strategy: Provide strategies and time for SEL implementation in the classroom.

Rationale for Evidence-based Strategy: Improvement in students' social and emotional well-being will increase time on task and students' academic achievement.

Action Steps to Implement

Include SEL time in the schedule /include meetings with guidance in schedule

Person Responsible Michele Brown (mmbrown@volusia.k12.fl.us)

Behavior Specialist to work with teachers to develop classroom management plans to address specific student needs.

Person Responsible Michele Brown (mmbrown@volusia.k12.fl.us)

Parent Liaison to improve parent involvement

Person Responsible Angela Polite (adpolite@volusia.k12.fl.us)

ESECR Solutions for Behavior Management PD

Person Responsible Michele Brown (mmbrown@volusia.k12.fl.us)

CHAMPS strategies implemented in classrooms

Person Responsible Angela Polite (adpolite@volusia.k12.fl.us)

Paws-itive Referrals

Person Responsible Heather Cahill (hlcahill@volusia.k12.fl.us)

SEL-Teacher On Assignment to work with students and teachers utilizing Restorative Practices.

Person Responsible Heather Cahill (hlcahill@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After comparing our school's SESIR incident and discipline data to other schools across the state, we have identified threat/intimidation as an area of concern. It is ranked as very high. Our school plans to reduce these incidents by implementing the following:

School will:

- Implement a school-wide system of expectations.
- identify mentors for students with high need
- Guidance Counselor will provide lessons on handling feelings/emotions and how to appropriately deal with stressful situations
- provide incident data to teachers monthly at faculty meetings
- provide SEL time integrated through Social Studies

Teachers will:

- stand at door to greet and welcome students at the beginning of the day and during transitions
- develop clear expectations with students and coping strategies to deal with stressful/difficult situations
- check in with students who they are aware are going through difficult situations and report to guidance counselor
- Guidance Counselor will provide a individual and small group time

Data chats will take place quarterly during faculty meetings to discuss the above implementation plan (what's working and what's not) based on the data.

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.

Champion Elementary School will implement a school wide system of expectations for all areas of campus. We will also reintroduce positive reward system for students individually and collectively demonstrating elements of the Champion Way system of expectations. Champion will also implement an in school system of exploratory clubs during special area on Wednesday, called Club Wednesday. Students will experience each club on a rotational basis for the 1 semester of school. Students will then select their choice club for the second semester to allow students to experience a deeper exploration in their area of interest. Champion will will reintroduce Character Trait of the month and an accompanying award system for Champion students exemplifying the selected trait. Students will also participate in a mid-year milestone celebration of on target academic progress

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Champion Way Expectation Leadership Team:

Coach Becky Haus - Behavior Leadership Team Chair Role: Works with the Behavior Leadership Team to develop the Champion Way, schedules BLT meetings to review discipline data

Mrs. Jule DeDea - Guidance Counselor provides conflict mediation and assists staff and students with building positive relationships, assist with student surveys to promote student voice

Mrs. Lauren Goldstone - Intervention Teacher incentivizes students, models desired behaviors, relationship building

Mr. Bryan Kepich - 4th Grade Teacher incentivizes students, models desired behaviors, relationship building

Mrs. Maureen Dunne - Support Facilitation incentivizes students, models desired behaviors, relationship building

Mrs. Chrissy Fuller - SEL T.O.A. provides Restorative Practices strategies, models desired behaviors, relationship building, mentors students, and provides student surveys to promote student voice

Miss Adrienne Bond - Kindergarten Teacher incentivizes students, models desired behaviors, relationship building

building

Students: Provide student voice through surveys, conflict mediation, building relationships with peers

Families: Support "The Champion Way" through providing input to the school through surveys, participating in parent nights, participation in parent/teacher/student conferences, and ensuring their child is in attendance each and every day

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$16,703.12
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	2734 - Champion Elementary School	UniSIG	0.0	\$3,000.00
			Notes: Teacher on Assignment planning and data review (1TOA x \$30 x 10hrs x 10 days)			
	6300	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$325.00
			Notes: TOA Retirement @ 10.82%			
	6300	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$230.00
			Notes: TOA Social Security @ 7.65%			
	6300	130-Other Certified Instructional Personnel	2734 - Champion Elementary School	UniSIG	0.0	\$7,200.00
			Notes: Academic Coaches planning and data review (3 coaches x \$30 x 10hrs x 8 days)			
	6300	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$768.00
			Notes: Coaches Retirement @ 10.82%			
	6300	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$551.00
			Notes: Coaches Social Security @ 7.65%			
	6400	510-Supplies	2734 - Champion Elementary School	UniSIG	0.0	\$4,629.12
			Notes: Materials and Supplies for professional development			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$166,960.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2734 - Champion Elementary School	UniSIG	2.5	\$115,057.00
			Notes: Intervention Teachers (2.5) to support lowest quartile students			
	5100	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$12,449.00
			Notes: Intervention Teacher Retirement @ 10.82%			

	5100	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$8,802.00
			<i>Notes: Intervention Teacher Social Security @ 7.65%</i>			
	5100	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$14,633.00
			<i>Notes: Intervention Teacher Medical Insurance</i>			
	5100	230-Group Insurance	2734 - Champion Elementary School	UniSIG	0.0	\$76.00
			<i>Notes: Intervention Teacher Life Insurance @ .066%</i>			
	5100	240-Workers Compensation	2734 - Champion Elementary School	UniSIG	0.0	\$1,726.00
			<i>Notes: Intervention Teacher Workers Compensation @ 1.5%</i>			
	6400	750-Other Personal Services	2734 - Champion Elementary School	UniSIG	0.0	\$14,217.00
			<i>Notes: Substitutes to provide core instructional teachers half day planning opportunities.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$12,321.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	2734 - Champion Elementary School	UniSIG	0.0	\$10,400.00
			<i>Notes: Teacher Guided Planning (26 Teachers x \$25 x 4/hrs x 4 days)</i>			
	6300	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$1,125.00
			<i>Notes: Guided Planning Retirement @ 10.82%</i>			
	6300	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$796.00
			<i>Notes: Guided Planning Social Security @ 7.65%</i>			
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$18,197.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	2734 - Champion Elementary School	UniSIG	0.0	\$15,380.00
			<i>Notes: Instructional Leader Supplements (10 Teachers x \$1,538)</i>			
	6300	210-Retirement	2734 - Champion Elementary School	UniSIG	0.0	\$1,640.00
			<i>Notes: Instructional Leader Supplements Retirement @ 10.82%</i>			
	6300	220-Social Security	2734 - Champion Elementary School	UniSIG	0.0	\$1,177.00
			<i>Notes: Instructional Leader Supplements Social Security @ 7.65%</i>			
Total:						\$226,617.75