

Volusia County Schools

Champion Elementary School



2022-23 Schoolwide Improvement Plan

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Champion Elementary School

921 TOURNAMENT DR, Daytona Beach, FL 32124

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

Demographics

Principal: Angela Polite

Start Date for this Principal: 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (45%) 2018-19: D (40%) 2017-18: D (37%)
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	TSI

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

School Board Approval

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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.
Brown, Michele	Assistant Principal	Michele Brown serves as the Assistant Principal. Mrs. Brown 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.
Hawkesworth, Amanda	Reading Coach	Amanda Hawkesworth serves as Kindergarten-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.
Fagerstrom, Emily	Math Coach	Emily Fagerstrom serves as Kindergarten-5th grade Math Academic Coach. Her responsibilities include and are not limited to Math instructional coaching cycles, guided team planning, ongoing formative assessment reviews and response to data. Direct report to Angela Polite Math 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.
Woodard, Reva	Teacher, K-12	Reva Woodard serves as the 5th grade team leader and intermediate grades representative on the school based leadership team.
Wood, L	Teacher, K-12	Mrs. Wood serves as the 3rd grade team leader and primary grades representative on the school based leadership team.
Bond, Erica	Teacher, K-12	Erica Bond serves as the 5th grade ELA teacher and intermediate grades representative on the school based leadership team.
Fuller, Christine	Assistant Principal	Chrissy Fuller serves as the Assistant Principal. Ms. Fuller is the school level point of contact for K-5 ESE

Name	Position Title	Job Duties and Responsibilities
		instructional practices and accountability measures. Ms, Fuller's responsibilities include and are not limited to campus operations, school-wide communications systems, instructional/support evaluations, instructional resource management and safety/security.
Clute, Annissa	Teacher, ESE	Annissa Clute serves as the Team Leader for ESE and ESE support representative on the school-based leadership team Her responsibilities include the delivery of specialized instruction to students with an IEP.
Busse, Debra	Teacher, K-12	Mrs. Busse is a Kindergarten teacher and serves as the primary grades representative on the school based leadership team.
Silva, Gloria	Teacher, K-12	Mrs. Silva serves as the 4th 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 2022 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.*

0

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

588

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	89	100	75	116	80	99	0	0	0	0	0	0	0	559
Attendance below 90 percent	9	32	23	34	23	37	0	0	0	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	11	9	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	3	4	7	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	17	38	0	0	0	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	21	42	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	6	17	21	0	0	0	0	0	0	0	45

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	13	1	0	0	0	0	0	0	0	0	17
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

Monday 8/22/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	53%	56%				45%	56%	57%
ELA Learning Gains	50%						45%	56%	58%
ELA Lowest 25th Percentile	33%						37%	46%	53%
Math Achievement	47%	42%	50%				41%	59%	63%
Math Learning Gains	50%						33%	56%	62%
Math Lowest 25th Percentile	40%						30%	43%	51%
Science Achievement	55%	55%	59%				49%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	58%	-7%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	35%	54%	-19%	58%	-23%
Cohort Comparison		-51%				
05	2022					
	2019	46%	54%	-8%	56%	-10%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	60%	-8%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	36%	59%	-23%	64%	-28%
Cohort Comparison		-52%				
05	2022					
	2019	26%	54%	-28%	60%	-34%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	56%	-11%	53%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	33	24	21	37	25	27				
ASN	64	90		79	70						
BLK	29	43	29	31	37	30	38				
HSP	46			54							
MUL	40	57		44	42						
WHT	48	49	42	58	63	57	72				
FRL	37	45	29	44	52	37	49				
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						
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI

ESSA Federal Index	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

According to FSA and progress monitoring assessments the data shows a lack of proficiency across ELA and Math. The percentage of students demonstrating proficiency in ELA and Math have consistently been below 50%. The percentage of students in the lower quartile making a learning gain in Math and ELA continue to be below 50% compared to our students not in the lower quartile. Four out of our six subgroups are significantly below 50% proficiency in ELA, Math, and Science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data components, consistently less than half of all students demonstrated proficiency. Our need for improvement is evident within our subgroups. The learning outcomes of our students with disabilities and African Americans 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 our students in four out of six subgroups 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 between 29% and 43%, which averages to an (F). The SWD's subgroup learning outcomes have consistently fallen between 29% and 33%, which averages to an (F). The number of students appearing in these subgroups 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 2022 state assessments, showed the most improvement?

According to FSA and Progress Monitoring assessments Champion increased the percentage of proficiency in Science from 47% to 55% and increased the percentage of proficiency in Math from 42% to 47%.

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

*Extended team planning and collaboration was implemented

*Targeted 2nd quarter intervention plan for grades 3rd through 5th was implemented

*Science District Coach worked closely with all teachers to support their planning of tasks were aligned to *Science instruction

*All teachers in grades K-5 taught Science with fidelity

*5th grade held Science Boot Camp on 4 Saturdays prior to Science FCAT

*Math Academic Coach focused on supporting teachers in planning for standards aligned tasks and lessons.

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

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.

Teacher lesson plans will be utilized as our tool for look fors for instructional delivery, student learning and the academic environment.

Targeted professional development "K12 Lift" for a deeper dive into student data.

PLCs focused on disaggregating student data to develop lesson plans/tasks aligned to benchmarks to meet the needs of all students.

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:

MTSS/PBIS

K12 Lift

Math Block & Formative Assessments

Instructional Delivery Progress Monitoring

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>As a result of our Needs Assessment and Analysis it revealed the following:</p> <p>Math Proficiency 47%, Math LG 50%, and the Lowest Quartile LG performed at 40%.</p> <p>ELA Proficiency 41%, ELA LG 50%, and ELA Lowest Quartile LG 33%</p> <p>Further analysis revealed that most of the students in the Lowest Quartile were also in our five targeted ESSA Subgroups: SWD, African American, Hispanic, Multi-Racial, and FRL that performed below 41% for ELA and below 47% for Math.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increase Math Proficiency from 47% to 70%</p> <p>Increase ELA Proficiency from 41% to 70%</p> <p>Increase Science Proficiency from 55% to 70%</p> <p>There will be a heavy focus on what lesson planning entails as a professional learning community. Grade level support will be provided by the administration team/academic coaches. Common formative assessments will be developed based on benchmarks/standards per grade level curriculum maps. Weekly lesson plans will be due Friday of each week. A weekly instructional walk-through schedule will be developed for the administration team and academic coaches. We will review all lesson plans submitted to guide the data collection process. We will implement a three week progress report learning cycle as a campus. Grade level progress reports containing assessment, discipline, and attendance data will be due on 'Turn It In Tuesdays' and we will celebrate 'Win It Wednesday' when 70% of our campus achieves our 70% goal.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Grade level progress reports containing assessment, discipline, and attendance data will be due on 'Turn It In Tuesdays' and we will celebrate 'Win It Wednesday' when 70% of our campus achieves our 70% goal. We will use progress report and walk-through data to analyze if and where instructional adjustments need to be made.</p>
Person responsible for monitoring outcome:	<p>Angela Polite (adpolite@volusia.k12.fl.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy	<p>The evidence-based strategy that will be implemented is collaborative team planning sessions and weekly PLC's. Assessment data will be reviewed during PLC's to assist with lesson planning to ensure that we are meeting all of our students' needs to reach our 70% proficiency goals in ELA, Math, and Science. We will use lesson plans, data walk feedback, grade level progress reports, state and district assessment, and school city data to monitor our progress.</p>

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on John Hatti's research, "Professional learning communities, or PLCs to include planning and prediction represent a common commitment to organizational change. They are not a magic reform program but a framework for continuous evaluation and review. To implement PLCs, faculty simply commit to meet on a regular basis to answer the following guiding questions: What do we want students to learn? How do we measure student learning? What do we do when students do not learn? What do we do when students are learning?" The effect size on student achievement is .76.

"The process of continuous reflection of teaching practices develops teachers into lifetime learners. In reality professional learning communities are not so much about student learning as they are about the impact of teacher learning on student achievement (Aaron Howard)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Development of lesson plans for ELA, math, and science based on benchmarks/standards in accordance with curriculum map pacing.

Person Responsible Amanda Hawkesworth (amhawkes@volusia.k12.fl.us)

Create a daily walk through schedule for administration to monitor implementation of lesson plans for data collection and immediate feedback.

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

Create grade level progress reports on a three week cycle. The progress reports will contain discipline, attendance, and assessment data for ELA, math, and Science. Progress reports will be reviewed during PLCs each week and made transparent to all stakeholders.

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

On Turn It In Tuesdays, data will be reviewed within School City and teacher gradebooks (if formative assessment data is being used). That data will be entered into our grade level progress reports.

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

Win-It Wednesdays will occur when 70% of our campus has achieved our 70% goal on their progress reports. We will celebrate school--wide.

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

Provide professional learning K12 Lift
K12 Lift will equip CES leaders with data visualizations, protocols, and professional learning experiences that improve the efficiency and effectiveness with which they and their teachers are able to answer essential questions in support of the following five domains—

- 1) Tier 1 Instructional Improvement: Is our core instruction effective? For whom? How do we create conditions that result in teacher teams routinely reflecting on student outcomes, then making evidence informed adjustments to their planning and core instruction?
- 2) Strengths Assessment: What grades and subject areas on the state assessment were strongest in terms of student growth? How do we equip teacher teams to reflect on, celebrate, and build from their strengths?
- 3) Scheduling and Tiering Supports: Which teachers and students need the most support? How do we create master schedules and rosters that set students and teachers up to be most successful? How do we routinely use growth data to respond to changing needs throughout the school year?
- 4) Planning to Meet Student Needs: What is the academic trajectory of each student in our incoming classes? How do we prepare teachers to use student academic histories in conversation with students and parents to understand student needs, help them set academic goals, and plan instruction accordingly?
- 5) Learning From Positive Outliers: Which teachers and teams are consistently producing extraordinary student growth with similar populations? How do we systematically identify and learn from them?

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Area of Focus is aligned to the District Strategic Plan Goal 1: Engage all students in high levels of learning. As a result of our Needs Assessment and Analysis, it revealed that only 33% of our lowest quartile reached proficiency in ELA and 40% proficiency in Math, this is well below the District and State average. Further analysis showed that most of the students in our lowest quartile are also in one or more of our 4 targeted ESSA subgroups, SWD, HSP, BLK, and FRL.

Measurable**Outcome:**

State the specific

measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Champion's goal will be to increase the percentage of our lowest quartile reaching proficiency (70%) from 33% ELA and 40% Math, including our ESSA subgroups, SWD, HSP, BLK, and FRL. We will utilize district Unit Assessments in ELA and Chapter Assessments in Math to monitor progress of our LQ and ESSA subgroups.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through fidelity checks of the interventions that were selected to ensure the fidelity and integrity of implementation (What percentage of our students is increasing?). Two times per month PLCs will engage in data analysis of LQ and ESSA subgroup students to determine the effect of the intervention. Instruction, curriculum and environment will be assessed (ICEL) during each PLC.

Person

responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented is a robust, district-wide Multi-tiered System of Supports.

* K-2 will implement SIPPS which is a systematic foundational skills program. It will be monitored through fidelity checks during intervention time and through monitoring of Mastery test data.

* 3-5 will implement Benchmark Intervention program as well as assessments from MTSS Toolkit This will be monitored through fidelity checks during intervention time and through monitoring of Mastery test data.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.**

MTSS is grounded in careful analysis of data collected through Progress Monitoring and Data-Based Decision Making. The power of a tiered system of supports rests in the fact that it is based on prevention. MTSS is not a "wait to fail" model for students who are in need of additional supports. The potential benefits of a Multi-Tiered System of Supports were outlined in John Hattie's work and can yield an effect size of 1.29, when implemented with fidelity (Burns, Appleton, & Stehouwer, 2005, Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwak, McDonagh, Harn, & KKame'enui, 2008; Hattie, 2015).

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLC - review students in intervention from the previous year and set up intervention groups based on those students' needs. Plan for movement of students either in or out of those intervention groups. Determine how to meet the needs of these students in Tier 2 and Tier 3 interventions based on the Decision Rules and ICEL (Instruction, Curriculum, Environment, Learner) strategy.

Person Responsible Amanda Hawkesworth (amhawkes@volusia.k12.fl.us)

Professional Learning through ERPL's on MTSS systems and structures.

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

Implementation of PL of MTSS strategies following the District ERPLs.

*Decision Rules guidance and ICEL Strategy; Tier 1 - 100% of students should receive Tier 1 and at least 80% of students should be meeting proficiency to indicate good quality core instruction. Tier 2 - 15% of students receive targeted level of prevention; Tier 3 3-5% of students receive intensive level of prevention; All students receive these supports in a stacked manner, including Students with Disabilities.

Person Responsible Amanda Hawkesworth (amhawkes@volusia.k12.fl.us)

Monthly PLC to determine progress of lowest quartile, including ESSA subgroups, making progress towards 70% proficiency on Unit/Chapter Assessments in ELA and Math.

*Bi-weekly checkpoints of targeted students - make adjustments to the intervention, as needed, through data analysis, while considering ICEL.

*Monitoring fidelity of Tier 2 and Tier 3 interventions of LQ students through walkthroughs.

*Students that continue to need further supports/intervention would be identified in order to move them to Tier 3.

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

#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

As a school-based Transformational Leader, Champion will implement initiatives that focus on building and cultivating our school's climate and culture. These initiatives will create a culture of one school, one family.

With these initiatives we will increase our retention of staff and faculty members.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage of highly effective (VAM) and proficient (VSET) instructional staff.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring Tool: VSET Framework/VAM Scores/Summative Data

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Through the formation of the Champion House System, we will be developing a Champion Teacher Leader Academy. Also, as part of the House is the House Council which is comprised of teacher and student leaders.

- Monthly New Teacher Meetings
- Cultivate & Create Opportunities
- SLT
- Professional learning opportunities
- Sunshine committee monthly gatherings

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

We want our teachers to feel valued inside and outside of the classroom. If teachers feel respected and supported, their enthusiasm will transfer into the classroom environment creating student relationships and increasing student success. We believe this is a direct correlation to collective teacher efficacy. The positive effects of collective teacher efficacy on student academic performance more than outweigh the negative effects of low socioeconomic status. Hattie states that collaborative learning will have a .34 effect size on student achievement.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly New Teacher meetings to support and provide resources for teachers new to Volusia County and/or new to Champion Elementary.

Person Responsible Christine Fuller (cmfuller@volusia.k12.fl.us)

SLT monthly meetings to review and update Champion's SIP, review data for the following: District Assessments, School Formative/Summative Assessments, iReady Diagnostics, FAST Progress Monitoring, Discipline, and Attendance, Grade Level Progress Reports.

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

Encourage and provide professional learning opportunities to build new teacher leaders through District initiatives.

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

Sunshine Committee will hold monthly Socials throughout the school year to build relationships among all faculty and staff . Events will include but not limited to the following: Dessert bake off, Potato Bar, Chili/Soup Cookoff, Special Holiday Treats.

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

Champion House System: We hold ourselves accountable for nurturing each student to his/her potential, to teach and model responsibility and self empowerment. We are committed to the continual improvement of our professional knowledge, practice, and systems while being responsive and predictive of the needs of our students and school community. Our individual contribution to our collective mission is the Champion House System. Champion's House System where all students, faculty, and staff are sorted into the following Houses: Imbeko - House of Respect, Korraldus - House of Leadership, Merak - House of Innovation, and Toleransi - House of Perseverance. Houses will compete with each other to earn points in the following areas: Behavior, Academics, Engagement, and Community.

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

School Leadership Team will create a schedule of optional afterschool events to build relationships within our school community. Our focus will be on self care and a creative mind.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

SIPs will be utilized for our K-2 students. Mastery Assessment is how we are going to monitor our data.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Benchmark Intervention resources will be utilized for our 3-5 students. Unit Assessments, iReady Diagnostic, FSAT Progress Monitoring Data, and District Assessments is how we are going to monitor our data.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

70% of students will gain ELA proficiency

There will be a heavy focus on what lesson planning entails as a professional learning community. Grade level support will be provided by the administration team/academic coaches. Common formative assessments will be developed based on benchmarks/standards per grade level curriculum maps. Weekly lesson plans will be due Friday of each week. A weekly instructional walk-through schedule will be developed for the administration team and academic coaches. We will review all lesson plans submitted to guide the data collection process. We will implement a three week progress report learning cycle as a campus. Grade level progress reports containing assessment, discipline, and attendance data will be due on 'Turn It In Tuesdays' and we will celebrate 'Win It Wednesday' when 70% of our campus achieves our 70% goal.

Grades 3-5: Measureable Outcome(s)

Increase ELA Proficiency from 41% to 70%

There will be a heavy focus on what lesson planning entails as a professional learning community. Grade level support will be provided by the administration team/academic coaches. Common formative assessments will be developed based on benchmarks/standards per grade level curriculum maps. Weekly lesson plans will be due Friday of each week. A weekly instructional walk-through schedule will be developed for the administration team and academic coaches. We will review all lesson plans submitted to guide the data collection process. We will implement a three week progress report learning cycle as a campus. Grade level progress reports containing assessment, discipline, and attendance data will be due on 'Turn It In Tuesdays' and we will celebrate 'Win It Wednesday' when 70% of our campus achieves our 70% goal.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Grade level progress reports containing assessment, discipline, and attendance data will be due on 'Turn It In Tuesdays' and we will celebrate 'Win It Wednesday' when 70% of our campus achieves our 70% goal. We will use progress report and walk-through data to analyze if and where instructional adjustments need to be made.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Polite, Angela, adpolite@volusia.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

School Based Strategies

- Grade Level Progress Reports
- ABC Bootcamp (Kindergarten)
- Sound Boards (First Grade & Kindergarten)
- Evidence-Based Literacy Practices
- * Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge
- * Teach students to decode words, analyze word parts, and write and recognize words.
- * Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

* K-2 will implement SIPPS which is a systematic foundational skills program. It will be monitored through fidelity checks during intervention time and through monitoring of Mastery test data.

* 3-5 will implement Benchmark Intervention program as well as assessments from MTSS Toolkit This will be monitored through fidelity checks during intervention time and through monitoring of Mastery test data.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Assessment - Progress Monitoring and FAST assessments provided by the state - Common assessments provided by the district - iReady Diagnostic Data (Grades 3-5 only)	Fuller, Christine, cmfuller@volusia.k12.fl.us
Assessment Grade level progress reports containing assessment, discipline, and attendance data will be due on 'Turn It In Tuesdays' and we will celebrate 'Win It Wednesday' when 70% of our campus achieves our 70% goal. Data will be reviewed within School City and teacher gradebooks (if formative assessment data is being used). That data will be entered into our grade level progress reports.	Fagerstrom, Emily, ekfagers@volusia.k12.fl.us
Professional Learning - AIM Institute for Learning and Research - Nemours Reading Brightstart! - Being a Reader! - Florida Early Learning and Development Standards (FELDS) - BEST ELA Standards - Science of Reading	Brown, Michele, mmbrown@volusia.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Champion Elementary will implement a school-wide House System: The CES House System will serve as the foundation of our school to include school-wide expectations. House members to include students and staff will establish house traditions, collaborate for house initiatives and form strong bonds to support our school's academic, social and community goals.

Mission of CES House System: We hold ourselves accountable for nurturing each student to his/her potential, to teach and model responsibility and self empowerment. We are committed to the continual improvement of our professional knowledge, practice, and systems while being responsive and predictive of the needs of our students and school community. Our individual contribution to our collective mission is the Champion House System. Champion's House System where all students, faculty, and staff are sorted into the following Houses: Imbeko - House of Respect, Korraldus - House of Leadership, Merak - House of Innovation, and Toleransi - House of Perseverance. Houses will compete with each other to earn points in the following areas: Behavior, Academics, Engagement, and Community.

For all students, our SEL T.O.A. will provide SEL lessons to groups of students, our Guidance Counselor

We hold ourselves accountable for nurturing each student to his/her potential, to teach and model responsibility and self empowerment. We are committed to the continual improvement of our professional knowledge, practice, and systems while being responsive and predictive of the needs of our students and school community. Our individual contribution to our collective mission is the Champion House System. Champion's House System where all students, faculty, and staff are sorted into the following Houses: Imbeko - House of Respect, Korraldus - House of Leadership, Meraki - House of Innovation, and Toleransi - House of Perseverance. Houses will compete with each other to earn points in the following areas: Behavior, Academics, Engagement, and Community.

Champion Elementary School will continue to utilize our 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.

Our Guidance Counselor will reintroduce Character Trait of the month and an accompanying award system for

Champion students exemplifying the selected trait.

CES will host Family Nights and parent engagement activities and will continue to provide Provision Packs to our families.

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

Champion House Founders: Tara Miller, Lauren Goldstone, Lynsey Wood, Annissa Clute, Natalie Chartier, Chrissy Fuller, Angela Polite, Michele M. Brown, Amanda Hawkesworth, & Emily Fagerstrom. The Founders will

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.

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

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

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.

Dr. Powell - Parent Liaison will work with parents, volunteers, and community members to serve on PTA and SAC. In these roles they help to ensure that our communication with parents is effective and they also help to recognize faculty and staff for their positive contribution to the school.