

Volusia County Schools

Champion Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Champion Elementary School

921 TOURNAMENT DR, Daytona Beach, FL 32124

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Polite, Angela	Principal	
Hawkesworth, Amanda	Instructional Coach	
Busse, Debra	Teacher, K-12	
Woodard, Reva	Teacher, K-12	
Fagerstrom, Emily	Math Coach	
Fuller, Christine	Assistant Principal	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership initiates the process by holding an initial consultation meeting with the identified stakeholders. During this meeting, the purpose and importance of the SIP are communicated, and the stakeholders are informed about their role in the process. Before involving stakeholders, the school collects relevant data to assess the current state of the school, identify areas of improvement, and set goals. This data includes academic performance, student attendance, behavior, and other relevant metrics. Based on the data analysis and stakeholder input, the school leadership team collaboratively identifies the top priorities for improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

To ensure the SIP's success in increasing student achievement and closing the achievement gap, a systematic approach to monitoring and continuous improvement is essential. The SIP will be regularly

monitored and revised via data collection and analysis (data including academic performance, student attendance, behavior, and other relevant metrics) and stakeholder workshops (SLT, SAC, intervention, support facilitation, etc.)

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	65%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	15	15	25	25	18	21	0	0	0	119
One or more suspensions	0	1	1	1	2	2	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	7	4	4	0	0	0	15
Course failure in Math	0	0	0	6	7	6	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	13	10	18	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	0	3	17	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	10	10	17	0	0	0	39

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	13	1	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	32	23	34	23	37	0	0	0	158
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	11	9	0	0	0	25
Course failure in Math	0	0	0	3	4	7	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	12	17	38	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	10	21	42	0	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	0	0	0	0	0	0	0	1

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	6	17	21	0	0	0	45

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	13	1	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	9	32	23	34	23	37	0	0	0	158	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	5	11	9	0	0	0	25	
Course failure in Math	0	0	0	3	4	7	0	0	0	14	
Level 1 on statewide ELA assessment	0	0	0	12	17	38	0	0	0	67	
Level 1 on statewide Math assessment	0	0	0	10	21	42	0	0	0	73	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	0	0	0	0	0	0	0	1	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	6	17	21	0	0	0	45

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	13	1	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	52	53	41	53	56	45		
ELA Learning Gains				50			41		
ELA Lowest 25th Percentile				33			26		
Math Achievement*	41	55	59	47	42	50	42		
Math Learning Gains				50			35		
Math Lowest 25th Percentile				40			22		
Science Achievement*	41	62	54	55	55	59	47		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress		60	59				90		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	158
Total Components for the Federal Index	4
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	9	Yes	4	4
ELL				
AMI				
ASN	79			
BLK	22	Yes	4	1
HSP	35	Yes	1	
MUL	49			
PAC				
WHT	51			
FRL	34	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	3
ELL				
AMI				
ASN	76			
BLK	34	Yes	3	
HSP	50			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	46			
PAC				
WHT	56			
FRL	42			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			41			41					
SWD	9			14			4				4	
ELL												
AMI												
ASN	79			79							2	
BLK	27			24			15				4	
HSP	31			48							3	
MUL	45			50			50				4	
PAC												
WHT	51			48			56				4	
FRL	34			33			38				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	50	33	47	50	40	55					
SWD	15	33	24	21	37	25	27					
ELL												
AMI												
ASN	64	90		79	70							

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	29	43	29	31	37	30	38					
HSP	46			54								
MUL	40	57		44	42							
PAC												
WHT	48	49	42	58	63	57	72					
FRL	37	45	29	44	52	37	49					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	41	26	42	35	22	47					90
SWD	22	32	20	21	27	9	21					
ELL												90
AMI												
ASN	73			73								
BLK	30	32		23	20	18	27					
HSP	38	30		44	40		50					
MUL	61			61								
PAC												
WHT	54	58		52	42		53					
FRL	40	37	25	37	30	18	43					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	53%	-10%	54%	-11%
04	2023 - Spring	50%	57%	-7%	58%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	53%	-19%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	57%	-17%	59%	-19%
04	2023 - Spring	55%	59%	-4%	61%	-6%
05	2023 - Spring	40%	55%	-15%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	61%	-22%	51%	-12%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to our PM3 data, our 3rd Grade ELA data had the lowest performance at 34% proficient. VBA 1-3 data and PM2 and 3 also demonstrated underperformance in comparison to 4th and 5th grade ELA.

Contributing factors: Data trends over the past few years show a lack of alignment during tier 1 instruction in 2nd graders moving into 3rd grade.

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

According to Science FSSA data for the 22-23 school year, 5th grade science scores had the greatest decline from the prior year.

Contributing Factors: Our 5th grade team last year had two teachers new to 5th grade science. Halfway through the year, we changed the schedule to have one person teaching science instruction. This cohort of students had their 2020-2021 (3rd grade) science instruction stopped midyear to provide more interventions in ELA and Math, showing a loss of knowledge in the Fair Game Standards. Lack of consistency with K-3 science instruction is another factor that contributes to the decline in science scores.

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

According to PM 3 data, 3rd Grade math had the greatest gap when compared to the state average. Our data shows 3rd grade math at 40% proficient, with the state average at 59% proficient.

Contributing factors: Data trends over the past few years show a lack of alignment during tier 1 instruction in 2nd graders moving into 3rd grade.

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

According to PM 3 data, our 4th grade ELA had the greatest increase in improvement, from 29% to 50% proficient.

Contributing Factors: Our 4th Grade ELA Team had consistent meetings with the ELA coach for planning. Coaching focused on benchmark aligned tasks, questioning and collaborative structures. The ELA coach worked with these teachers individually through coaching cycles.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance remains a concern. 26% of students had below 90% attendance in the 22-23 school year.

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

The systems identified as needing the most attention on our campus for the upcoming school year are:

- Instructional monitoring and feedback cycles.
- Benchmark aligned Planning
- Data analysis and action plan deliverable

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Classroom walkthrough data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark. Additionally, our Needs Assessment and Analysis, it revealed that only 41% of our student's reached proficiency in ELA, 44% in Math, and 39% in Science. With an increased focus on aligned instruction and tasks, student proficiency will increase on state assessments.

Measurable Outcome:

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

By March 2024, 65% of students in our 2nd-5th grade will score 65% or higher on district ELA common assessments. By March 2024, 70% of students in our 2nd-5th grade will score 70% or higher on district math assessments. By December 2023, 90% of classroom teachers will provide students with benchmark-aligned science instruction and tasks, as evidenced through walkthroughs. By January 2024, identify the percentage of teachers demonstrating mastery level instructional practices.

Monitoring:

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

Student Practice:

--80% of students actively engaged in benchmark aligned collaborative learning structures as measured on the look-fors tool.

Teacher Practice:

--Student data will be disaggregated after PM1 and PM2 and compared to state proficiency and growth trends.

--65% ELA proficiency and 70% Math proficiency will be the common goal across grade levels for the 23-24 school year.

--After each benchmark aligned common assessment is administered, teachers with the support of coaches and administration will track and chart this data to measure progress and determine action steps.

Coaching Practice:

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SIPPS will be implemented during Walk to Intervention for Phonics Interventions in K-3.

Readable English will be implemented for a group of 15 students in 3rd Grade during Walk to Intervention.

Magnetic Reading will be implemented during Walk to Intervention for Comprehension Interventions in 3-5.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When used with fidelity, SIPPS is a systematic foundational skill program that improves student fluency.

Readable English is a program designed to improve student fluency and comprehension through orthographic mapping.

Magnetic Reading is a researched based comprehension program that works to build vocabulary, background knowledge and comprehension in students in grades 3-5.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

In ELA, align curriculum materials, lesson plans, and assessments with the specific standards/ benchmarks are being assessed. Implement regular data review meetings to discuss assessment results, identify trends, and adjust instruction accordingly.

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

By When: Ongoing basis

In Math, align curriculum materials, lesson plans, and assessments with the specific standards/ benchmarks are being assessed. Implement regular data review meetings to discuss assessment results, identify trends, and adjust instruction accordingly.

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

By When: Ongoing basis

Conduct regular classroom walkthroughs with a specific focus on benchmark-aligned science instruction using the look for tool. Provide teachers with constructive feedback based on walkthrough observations. Offer support and resources to help teachers enhance their benchmark-aligned instruction.

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

By When: Ongoing basis

Intervention and Enrichment: Establish intervention plans for Tier 2 & 3/LQ students providing additional support through targeted interventions.

Develop enrichment opportunities for high-performing students to ensure they continue to be challenged.

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

By When: Ongoing basis

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Creating and maintaining a positive culture and environment at Champion Elementary is not only crucial for the well-being of students but also plays a significant role in teacher retention and recruitment. An environment that prioritizes collaboration, support, and professional growth can have a profound impact on the school's ability to retain experienced educators and attract new, highly qualified teachers. We are focusing on a positive culture and environment by focusing on enhanced job satisfaction and well-being, professional growth and development, collaboration and teamwork, mentoring and support for new teachers, and increased student achievement. Champion is committed to supporting its educators emotionally, professionally, and collaboratively creating a foundation for sustained success. As teachers experience job satisfaction, growth, and a sense of belonging, they are more likely to remain committed to Champion's mission and contribute positively to the education of its students.

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:

A Reck (abreck@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Through the formation of the Champion House System, we will continue to develop our 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
- Faculty Fitness Center/regularly held workout opportunities

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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. Hatti states that collaborative learning will have a .34 effect size on student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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/weekly check-ins to support and provide resources for teachers new to Volusia County and/or new to Champion Elementary.

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

By When: Ongoing basis

SLT monthly meetings to review and update Champion's SIP, review data for the following: Volusia County Assessments, School Formative/Summative Assessments, FAST Progress Monitoring, Discipline, and Attendance, and MTSS.

Person Responsible: Debra Busse (dsbusse@volusia.k12.fl.us)

By When: Ongoing basis

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

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

By When: Ongoing basis

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: Christine Fuller (cmfuller@volusia.k12.fl.us)

By When: Ongoing basis

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, 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.

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

By When: Ongoing basis

Development of the Champion fitness center including equipment and class offerings.

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

By When: Ongoing basis

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and ensure resources are allocated based on needs involves a systematic and data-driven approach. To ensure that limited resources are allocated strategically to address the most pressing needs, we will focus on data collection and analysis, prioritization of needs, resource mapping, a resource allocation committee, budget review and adjustments, data-driven evaluation, feedback and reflection. This will lead to effective and targeted school improvement efforts that positively impact student achievement and overall educational outcomes.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

SIPPs will be utilized for our K-2 students. Additionally, we are using baseline assessments (DIBELS, QPA, VPAS) combined with our Star Reading/Math outcomes to tier our students and provide accurate interventions/enrichments.

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

Benchmark Intervention resources will be utilized for our 3-5 students. Additionally, we are using baseline assessments (DIBELS, QPA, VPAS) combined with FAST Progress Monitoring Data. We will also be monitoring District Assessments.

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 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 Measurable Outcomes

70% of students will gain ELA proficiency

There will be a heavy focus planning benchmark aligned lessons and creating benchmark aligned common assessments over all grade levels. Grade level support will be provided by the administration team/academic coaches/support team. Common formative assessments will be developed based on benchmarks/standards per grade level curriculum maps. A weekly instructional walk-through schedule will be developed for the administration team and academic coaches based on the district look for tool.

Grades 3-5 Measurable Outcomes

ELA proficiency will increase from 41% to 70%

There will be a heavy focus planning benchmark aligned lessons and creating benchmark aligned common assessments over all grade levels. Grade level support will be provided by the administration team/academic coaches/support team. Common formative assessments will be developed based on benchmarks/standards per grade level curriculum maps. A weekly instructional walk-through schedule will be developed for the administration team and academic coaches based on the district look for tool.

Monitoring

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 impact student achievement outcomes.

At Champion Elementary, monitoring the desired outcomes for student achievement is a critical component of ensuring progress and success. The RAISE program's criteria for identifying schools for additional support provide a clear framework for monitoring and intervention. Champion Elementary will monitor student achievement outcomes by:

- Data Collection and Analysis: We will consistently collect and analyze student performance data in alignment with the RAISE program criteria. This includes both statewide, standardized ELA assessment results and progress monitoring data from baseline assessments and common formatives.
- Identifying Students in Need: The school will use the collected data to identify students who are scoring below a Level 3 on the ELA assessment or are not on track to pass the grade 3 assessment. This identification process will help target interventions to those students who require additional support.
- Early Intervention Strategies: We will implement targeted early intervention strategies for identified students. These strategies may include personalized instruction, small group interventions, additional tutoring, and differentiated instructional materials. The school will work to address learning gaps and provide timely support to help struggling students catch up.
- Progress Monitoring: The school will continuously monitor the progress of students who receive interventions. This involves regular assessment of their performance to track improvement over time. Progress monitoring data will provide insights into the effectiveness of the interventions and guide any necessary adjustments.
- Adjustments and Modifications: Based on progress monitoring data, we will make adjustments to intervention strategies as needed. This flexibility ensures that interventions remain responsive to individual student needs, promoting more effective outcomes.
- Collaborative Problem Solving: The school will establish collaborative teams that include teachers, administrators, and support staff. These teams will regularly review student data, discuss progress, share insights, and collectively problem-solve to address challenges.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

Description:

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. §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

- 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:

Explain the rationale for selecting 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 evidence-based 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 created by grade levels/ELA academic coach - Baseline Assessments (DIBELS, QPA, and VPAS)	Fuller, Christine, cmfuller@volusia.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Our SIP will be available for all stakeholders to view. We will post an invitation for viewing on social media and on our Champion Elementary website (<https://champion.vcsedu.org/>). Additionally, we will advertise on our front marquee that viewing is available in our front office. Our principal will also advertise through our Connect Ed messages home.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Champion Elementary recognizes the vital role that parents, families, and community stakeholders play in fulfilling the school's mission, supporting the needs of students, and ensuring the success of the educational journey. The school is committed to fostering meaningful partnerships and open communication channels to create a collaborative and supportive environment. Here's how Champion Elementary plans to build positive relationships with parents, families, and community stakeholders:

1. Welcoming and Inclusive Environment:

Champion Elementary will create a welcoming and inclusive atmosphere where parents, families, and community members feel valued and respected.

2. Effective Communication:

The school will establish clear and consistent communication channels to keep parents informed of school activities, events, and student progress. Regular calls home and a user-friendly school website will be utilized to share information.

3. Parent-Teacher Conferences:

Scheduled parent-teacher conferences will be held to provide parents with a comprehensive overview of their child's academic progress, strengths, areas for improvement, and strategies for support at home.

4. Family Engagement Events:

The school will host family engagement events, such as Spooky Science Night and Publix Math Night.

These events will promote learning through interactive activities and encourage families to participate in

their child's education.

5. SAC/PTA Meetings:

Champion Elementary will establish a SAC and PTA comprising parents, guardians, and community members. This council will provide valuable input on school policies, initiatives, and programs, fostering a sense of ownership and partnership.

6. Two-Way Feedback:

The school will actively seek feedback from parents, families, and community stakeholders through surveys, focus groups, and feedback forms. This input will help shape school policies and improve the overall learning environment.

7. Celebrating Achievements:

Champion Elementary will celebrate students' achievements through assemblies, awards ceremonies, and recognition programs. Recognizing student success fosters a sense of pride within families and the community.

8. Social Media Engagement:

Utilizing social media platforms, the school will share highlights of student accomplishments, school events, and important information. This approach helps to keep parents and the community engaged and informed.

9. Personalized Communication:

Teachers and staff will communicate with parents on an individual basis, offering insights into their child's progress, strengths, and areas for growth. This personalized approach demonstrates a commitment to each child's success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Champion Elementary is committed to providing a robust academic program that fosters student achievement in ELA, math, science, and writing. The school recognizes the importance of maximizing learning time and offering an enriched curriculum to meet the diverse needs of its students. Here's how Champion Elementary plans to strengthen its academic program:

1. Extended Learning Opportunities:

Champion Elementary will explore options to extend learning time beyond traditional classroom hours. This could involve before-school, after-school and/or Saturday boot camps that provide students with additional instruction, practice, and hands-on learning experiences.

2. Targeted Intervention and Support:

The school will implement targeted intervention strategies for students who are struggling in ELA, math, science, and writing. Small group instruction, tutoring sessions, and individualized support will be designed to address specific learning gaps.

3. Differentiated Instruction:

Teachers will utilize differentiated instruction techniques to cater to students' diverse learning styles, abilities, and readiness levels. This approach ensures that every student is challenged and supported according to their unique needs.

4. STEM Integration:

The school will emphasize the integration of science, technology, engineering, and math (STEM) concepts across subject areas in our new Engagement Lab. This interdisciplinary approach enhances students' problem-solving skills and prepares them for 21st-century challenges.

5. Integration of Technology:

The school will leverage technology tools and resources to enhance learning experiences. Educational

apps, online resources, and interactive platforms can engage students and provide personalized learning pathways.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Champion Elementary School is dedicated to providing comprehensive support to its students, ensuring their holistic development and well-being beyond academic subjects. The school employs a range of strategies and services to enhance students' skills and address their social-emotional needs by providing comprehensive counseling services, school-based mental health services, specialized support services, mentoring programs, crisis intervention/safety protocols, and implementing a PBIS framework to promote positive behaviors.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Champion Elementary is committed to preparing its students for postsecondary opportunities and the workforce. We recognize the importance of fostering entrepreneurship skills in students. The Entrepreneur Club is an exciting initiative that allows students to develop their entrepreneurial talents while still in school. Champion Elementary also values staying at the forefront of technology and ensuring that students are prepared for the evolving workforce. To achieve this, the school has established the Immersive Engagement Lab, where students can explore and learn about AI (Artificial Intelligence) and cutting-edge technology.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Champion Elementary School, we are committed to fostering a positive and inclusive school environment by implementing a schoolwide tiered model to prevent and address problem behavior. This approach is in alignment with the principles of Positive Behavioral Interventions and Supports (PBIS) and is coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA). Additionally, we prioritize early intervening services to support students' diverse needs.

By implementing a schoolwide tiered model, coordinating efforts with IDEA, and actively participating in PBIS practices, Champion Elementary School strives to create a positive and inclusive learning environment where every student can thrive behaviorally and academically. Our commitment to data-

driven decision-making, early intervention, and regular committee meetings ensures that we are responsive to the needs of our students and can provide the appropriate support to help them succeed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

At Champion Elementary, we place a strong emphasis on professional development and ongoing learning for teachers, paraprofessionals, and other school personnel to enhance instruction and effectively use data from academic assessments. We are also committed to recruiting and retaining effective teachers, especially in high-need subjects. Here's an overview of our professional learning activities and support structures:

Professional Learning Activities:

Collaborative Data Analysis: Champion Elementary encourages a culture of collaboration among educators. Teachers meet in grade-level or subject-area teams to analyze student data collectively. Academic coaches facilitate these sessions to guide discussions and offer insights into data interpretation and instructional strategies.

Academic Coaches: We have a team of academic coaches who work closely with teachers to provide ongoing support and professional development. Academic coaches assist teachers in designing and implementing effective instructional strategies based on data analysis. They offer personalized coaching and feedback to help educators refine their teaching practices.

Professional Learning Communities (PLCs): Teachers participate in PLCs to share best practices, discuss challenges, and collaborate on instructional strategies. These communities provide a platform for teachers to learn from one another and collectively address the needs of their students.

High-Need Subject Support: Recognizing the importance of recruiting and retaining effective teachers in high-need subjects, we offer specialized professional development opportunities for educators in these areas. These opportunities may include subject-specific workshops, mentorship programs, and access to additional resources.

New Resource Integration: We provide professional learning opportunities to introduce teachers to new instructional resources and technologies. Training sessions are conducted to ensure that educators can effectively integrate these resources into their classrooms to enhance teaching and learning.

External Professional Development:

Champion Elementary encourages faculty and staff to attend professional development opportunities outside of the school when needed. This allows educators to access specialized training, conferences, and workshops that cater to their individual interests and needs. We believe that exposure to a variety of professional development experiences enriches the expertise of our staff and benefits our students.

Recruitment and Retention:

To recruit and retain effective teachers, particularly in high-need subjects, we implement strategies such as:

Mentorship Programs: We pair experienced teachers with new or less-experienced educators to provide guidance and support.

Professional Growth Opportunities: We provide opportunities for leadership roles, and ongoing professional development to encourage teacher retention.

In conclusion, Champion Elementary is committed to fostering a culture of continuous learning and professional growth. Our approach to professional development, data-driven instruction, and teacher recruitment and retention reflects our dedication to providing the best possible education for our students and supporting the professional growth of our educators.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Champion Elementary recognizes the importance of a smooth and successful transition for preschool children moving from early childhood education programs to local elementary school programs. To ensure a seamless transition and a positive start to their academic journey, the school employs several strategies:

Orientation and School Tours: Prior to the start of the school year, Champion Elementary is open for incoming preschool students and their parents. Children and their families can familiarize themselves with the school building, classrooms, playgrounds, and meet key staff members. This helps reduce anxiety and establishes a sense of comfort and belonging.

Collaboration with Early Childhood Programs: Volusia County Schools overall, maintains strong partnerships with local early childhood education programs and preschools. These collaborations include regular communication with preschool teachers to discuss each child's strengths, needs, and individualized plans. This information is used to tailor the transition process for each student.

Transition Meetings: Transition meetings are held with parents and guardians to discuss their child's readiness for elementary school and to address any concerns or questions they may have. These meetings provide an opportunity to share information about curriculum, expectations, and the school's support services.

Preparation for Routines: The school helps preschool children become accustomed to elementary school routines. This includes practicing school day schedules, meal times, and restroom breaks. Visual aids, such as schedules and charts, are often used to make transitions smoother.

Social and Emotional Support: Preschool children may experience anxiety or separation issues during the transition. The school provides a nurturing environment with staff members who are trained to offer social and emotional support. Counselors and school psychologists are available to address any emotional concerns.

Academic Readiness: Champion Elementary assesses each preschool student's academic readiness and provides targeted support as needed.

Parent Engagement: Engaging parents in their child's transition is essential. The school offers resources to help parents understand the expectations of elementary school and how they can support their child's education at home.

Special Education Services: For students with special needs, the school ensures that Individualized Education Plans (IEPs) are updated and transition plans are in place to address their unique needs.

Continuous Communication: Throughout the transition process, Champion Elementary maintains open lines of communication with families, preschool educators, and the students themselves. Regular

updates, newsletters, and parent-teacher conferences facilitate ongoing collaboration and ensure that everyone is informed and involved.

By implementing these strategies, Champion Elementary aims to create a positive and supportive environment for preschool children transitioning to elementary school. The goal is to ease their transition, promote a sense of belonging, and set the stage for a successful and enjoyable educational experience.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No