

Champion Elementary School



2014-15 School Improvement Plan

Champion Elementary School

921 TOURNAMENT DR, Daytona Beach, FL 32124

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	87%

Alternative/ESE Center	Charter School	Minority
No	No	61%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Through the combined efforts of home, school, and community, we will work as a team to provide each student with the best opportunity to learn.

Provide the school's vision statement

We believe in our children and are committed to their success.

We believe in individuality and we value diversity.

We believe that the attributes of pride, respect, and responsibility are modeled by all staff.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Through the participation of social events such as open house, meet the teacher, holiday shows and school nights at participating businesses, the school learns about students cultures and builds the relationships between the teachers and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Teachers greet students as they exit the buses and enter from parent drop off in the morning as they walk to the cafeteria for breakfast. Once they enter into the cafeteria they are greeted again by teachers who are there to assist the students as they get breakfast. In the afternoon students are accompanied by teachers and safety patrols to the bus and parent pick up to ensure that they get home safely. They are also safe in the classrooms because of our locked doors and students walk throughout the campus using our buddy system.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The behavioral systems in place are CHAMPS, school wide rules and individual student behavioral contracts as needed. These help keep students engaged during instructional time. The guidance department also provides social skills on morning news daily and recognizes students of the week each Friday.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our guidance counselor goes on the morning news each morning and does a program 101 Ways To Teach Children Social Skills. She also offers individual counseling to students as needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our school's early warning system addresses the following areas:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Subject failure in English Language Arts or Mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28	22	20	14	11	9	104
One or more suspensions	11	19	20	22	28	20	120
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	33	34	25	92

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	5	6	
Students exhibiting two or more indicators	4	10	10	24

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Academic Team, Behavioral Leadership Team, Grade Level Chairs, and Principal Planning Team meet throughout the year to discuss strategies and interventions to consider, employ, or review to address students who have been identified by the early warning system and also to consider preventative measures. Areas that are addressed are: attendance and display of age appropriate work/study skills; maintenance of positive interaction with peers and adults; and demonstration of self-control and appropriate responses to stressful atypical events.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Champion has in excess of 20 Business Partners and Community Partnerships that support and collaborate with us to provide successful opportunities for our students. We invite our Business Partners and Community Partnerships to share their expertise, experience, or resources with our students. Our school-based volunteer coordinator and business partner coordinator encourage our partners to mentor, support our events, or provide family night experiences. Our purpose is to help match our community resources to the specific requests of our school. Some of the great experiences we share with our students and Business Partners and Community Partnerships are: Storybook Character Day, Polar Express Day, A Day at the Ballpark, Hands-on FSA Night, Math & Science Night, Red Lobster Day, Writers are Readers Workshop, Parent-to-Kids, Storybook Theatre, Jump Rope for Heart, Tijuana Flats Family Night, Dairy Queen Family Night, Publix math night, Family night at the museum, Bethune Cookman mentors, Pinnacle night and Cyber Safety.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
 Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bull, Maryann	Principal
Lassiter, Kathryn	Teacher, K-12
Doherty, Barbara	Instructional Coach
Samar, Jennifer	Teacher, ESE
Smith, Monica	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school's Rtl leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes Rtl as an explicit step of problem solving and addresses individual, as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, intervention teachers and adhoc teachers. In addition, since parent collaboration is essential for the success of PST/Rtl implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PST/Rtl meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress

monitoring data at the grade level and the classroom level to identify student who are either meeting/ exceeding expectations, or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade - level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Problem Solving/Rtl Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Funding for our program and staff allocation come from Title 1 and align to the needs of the school. Additional support (ISTOA, TOA) are provided by the district.

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Champion Elementary include:

- Academic Coaches for the purpose of comprehensive staff development
- Family Center Paraprofessional who facilitates our extensive parent involvement program
- Academic Intervention Teachers to provide interventions for students in phonics and comprehension via a push-in/small group model to provide interventions for students in text dependent questions and prompt writing via a push - in/small group model and to provide math interventions for students aligned with standards.
- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on - going staff development as determined by the results of FCAT data

Title I, Part C-Migrant

Not Applicable

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and

close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

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

Title III

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

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

pathway toward graduation.

Title X-Homeless

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

Supplemental Academic Instruction (SAI)

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

- After School Tutoring in Math
- After School Tutoring in Reading
- Science Camp
- FSA Camp

Violence Prevention Programs

The school offers the following non-violence and anti -drug programs:

- Student mentoring program
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying program Teens against violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

Champion Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes

Housing Programs

Not Applicable

Head Start

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

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

-Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination

of programs and for shared expectations for children's learning and development as the children transition to

elementary school.

- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start

program records, for each participating child to the school in which such child will enroll.

- Collaborating and participating in joint Professional Development, including transition- related training for

school staff and Head Start staff when feasible.

- Coordinating the services being provided by Head Start with services in elementary schools.

- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant

information to ease the transition of children and families from Head Start.

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Champion Elementary offers students' career awareness opportunities through Jr. Achievement

programs,
 job shadowing opportunities, guest speakers from business and industry, and field trips to business
 and
 industry locations.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
K.Roberta Lassiter	Teacher
Dr. Maryann Bull	Principal
Tom Riley	Education Support Employee
Alyssa Harwell	Parent
Vanessa McCarthy	Parent
Abebi Yejide-Ndiaye	Parent
Erin Calloway	Teacher
Sans Lassiter	Business/Community
Kelly Taddeo	Parent
Jessica Bull	Parent
Tom Bull Jr.	Parent
Liza Rock	Parent
Robert Rock	Parent
Stephanie Buckholt	Business/Community
Deana Blad	Business/Community
Monica Smith	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Champion Elementary SAC meets on the second Monday of each month. At the April and May meetings, an end of the year review and evaluation of last year's school improvement plan is accomplished. Input from faculty was discussed, as were questions, concerns, and input from the SAC team. Any SAC team suggestions are discussed and included in the plan as appropriate.

Development of this school improvement plan

The SIP-School-Based Leadership Team writes and submits the SIP to SAC committee for review and approval. The rough draft of the SIP is shared and SAC members add suggestions and comments. Once the final draft of the SIP is created the SAC committee votes on the implementation. When majority votes are received the SIP is Implemented, monitored, evaluated and modified as applicable.

Preparation of the school's annual budget and plan

The budget team meets with administration to discuss, plan, appropriate to categories, and ultimately disseminate the budget. The final budget allocation and disbursement is shared with the faculty and SAC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

With the balance of funds remaining in the 2012-13 School Improvement budget, we paid for: Professional Development Opportunities for teachers (example FAME Conference) and Student Planners for first through fifth grade students (Amount \$1900.00).
 No School Improvement money allocated in 2013-14 until late in the year. No money dispersed.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bull, Maryann	Principal
Doherty, Barbara	Instructional Coach
Hastings, Marylen	Instructional Coach
Knorr, April	Teacher, K-12
Snipes, Buffy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations, or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade - level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's master schedule is designed to provide common planning times, to encourage team planning, and including collaborative planning and instruction time. Teachers are provided Professional Development opportunities to collaborate, plan and share, during school-wide PD days, Data Days and/or faculty meetings, in the areas of : Florida Standards, Differentiated Instruction, SIPPS, along with

updates to CHAMPS, Kagan Strategies, Response to Literature, Thinking Math K-5 and Guided Reading. During the district provided early release days, professional development is provided.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Carefully review and validate all future applicants' qualifications and only hire highly qualified teachers.
2. Encourage, inspire, support, and provide professional development for current highly qualified staff.
3. Network with Community and Business Partners
4. Celebrate/Teacher Recognition.
5. Provide new teacher mentors-peer mentors
6. Encourage, inspire, leadership and advancement opportunities
7. Encourage, inspire, and provide PLC opportunities

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Heather Cunningham is a mentee this year assigned to Dr. Hougham, and Taylor Hoehn is a mentee of Tina Jacobson, and Julianna Heasley is the mentee of Roberta Lassiter. Each teacher mentor, receives district mentor training, and each mentor has taught many years in a similar grade level, which makes this an appropriate pairing. Mentoring activities include the following: assistance, supervised support, guidance, professional development, guided resource, observations, conferencing, dissemination and clarification of procedure and policies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to the Florida Standards in its use of the district curriculum maps and guidelines, the district program of studies, all text or materials used are State adopted or approved, along with being aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Academic Team, Problem-Solving Team (PST) and administration collectively function as an explicit step of problem solving and addressing individual, as well as class, grade-level, and school-wide issues. The PST is embedded in the infrastructure of the school, which invites parents to review data with them to actively seek interventions, strategies, and ultimately a plan to support student success. Monthly data meetings provide grade-level teams the opportunity to analyze data that link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations, or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

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

Strategy Rationale

As a Title 1 Plus One school we incorporate research-based intervention programs and strategies to support individual student needs in reading, math, writing, and science during the additional school hour.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bull, Maryann, mbull@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: After School Program

Minutes added to school year: 2,160

District Tutoring- STAR Tutoring Program is provided to identified students for after school tutoring. Tutors meet with students individually and each student also works independently on the computer with appropriate leveled material.

Strategy Rationale

The STAR Tutoring Program is a research-based intervention program and strategies to support individual student needs in reading, math, writing, and science during the STAR tutoring after-school program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bull, Maryann, mbull@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected through i-Ready and correlated with other school data, such as VST, VLT, VMT.

Strategy: Extended School Day

Minutes added to school year: 2,160

After school tutoring is provided with Title 1 funds to students grades 2-5. Students meet in small groups, twice a week for 1 1/2 hours sessions for 12 weeks. Tutoring areas cover reading, math, and writing.

Strategy Rationale

As a Title 1 school, we incorporate research-based tutoring and strategies to support individual student needs in reading, math, writing, and science by certified teachers. Students also work on the 3rd Grade portfolio during after-school tutoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data collected and analyzed are the district reading and math interims. In addition, the 3rd Grade portfolio assessment data is also collected and analyzed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.

Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.

Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation, and other relevant information to ease the transition of children and families. Upcoming Kindergarten students will be given a pre-placement academic screener during orientation to assist with the appropriate placement of students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will implement effective teaching instruction to impact the ED, including SWD, aligned to the Florida Standards through implementation of Reading, Writing, Math, and Science across the curriculum, supported by school-based professional development.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will implement effective teaching instruction to impact the ED, including SWD, aligned to the Florida Standards through implementation of Reading, Writing, Math, and Science across the curriculum, supported by school-based professional development. 1a

G046296

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	57.0
FSA - English Language Arts - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

.

Targeted Barriers to Achieving the Goal 3

- Student Behaviors interfering with quality instruction
- Lack of collaboration opportunities
- Fidelity and quality implementation of professional development
- Students need increased opportunities to use technology for learning and to demonstrate knowledge

Plan to Monitor Progress Toward G1. 8

Aligning PD, strategies, and interventions to increase student achievement and decrease student behavioral referrals.

Person Responsible

Maryann Bull

Schedule

On 6/5/2015

Evidence of Completion

Higher student achievement, documented on State Assessment, and decreased student behavioral referrals.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. All teachers will implement effective teaching instruction to impact the ED, including SWD, aligned to the Florida Standards through implementation of Reading, Writing, Math, and Science across the curriculum, supported by school-based professional development. **1**

 G046296

G1.B1 Student Behaviors interfering with quality instruction **2**

 B114703

G1.B1.S1 Implement a social skills program Second Step to increase opportunities for students to justify reasoning and thinking to peers. **4**

 S126232

Strategy Rationale

Action Step 1 **5**

The BLT team will provide a school wide social skills program. Implement Second Step Program.

Person Responsible

Maryann Bull

Schedule

Every 2 Months, from 9/1/2014 to 6/5/2015

Evidence of Completion

There will be fewer student referrals

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitoring the fidelity of the implementation of the social skills program

Person Responsible

Maryann Bull

Schedule

Quarterly, from 9/1/2014 to 6/3/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

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

Person Responsible

Maryann Bull


Schedule

Quarterly, from 9/1/2014 to 6/3/2015

Evidence of Completion

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

G1.B1.S2 Continue to review and update CHAMPS training to teachers to develop positive relationships with all learners. 4

 S126237

Strategy Rationale

Action Step 1 5

CHAMPS training broken into small parts as a refresher and review

Person Responsible

Monica Smith

Schedule

On 12/3/2014

Evidence of Completion

Printed agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

School wide use of CHAMPS

Person Responsible

Monica Smith

Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

CHAMPS strategies implemented school wide

Person Responsible

Barbara Doherty


Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

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

G1.B1.S3 Teachers will increase engagement, differentiate materials and instruction 4

 S126695

Strategy Rationale

Action Step 1 5

Professional development focusing on differentiated instruction

Person Responsible

Marylen Hastings

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Increase of differentiated instruction will lead to student engagement

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Professional development for differentiated instruction

Person Responsible

Marylen Hastings

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

Evidence of Completion

Walk-throughs, minutes including collaborative discussions from PLC/grade level meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

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

Person Responsible

Marylen Hastings

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

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

G1.B2 Lack of collaboration opportunities 2

 B115132

G1.B2.S1 The first Wednesday of every month will be used for ERPD. Every 2nd and 4th Thursday will be designated for school-wide, grade level PLC in the media center, with all other instructional staff joining in collaboration with vertical teaming will occur. Agendas, minutes and signatures will be documentation for all Thursday meetings. All meetings will occur in the media center. 4

 S126713

Strategy Rationale

Action Step 1 5

The literacy team and academic team will provide professional development on the differentiated instruction during selected PD days with follow-ups on Data Day.

Person Responsible

Barbara Doherty

Schedule

Every 2 Months, from 9/1/2014 to 6/3/2015

Evidence of Completion

minutes and agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Implementation of the professional development in regards to Differentiated Instruction

Person Responsible

Marylen Hastings

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Agendas, minutes, signatures and VSET

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Implementation of Florida Standards strategies, activities and lessons in addition to the Differentiated Instruction module

Person Responsible

Barbara Doherty

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Higher student achievement on formative and summative state and district assessments

G1.B2.S2 Coaches will provide support on how to access and collaborate with grade level teams across the district. 4

S128579

Strategy Rationale

Action Step 1 5

Collaboration of effective strategies, goals, and grade level requirements with grade level teams across the district

Person Responsible

Barbara Doherty

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Collaborative discussions of strategies, goals, and requirements for each grade level, with grade level teams across the district

Person Responsible

Barbara Doherty

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

minutes and documentation for email and district collaboration sites and Edmodo.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

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

Person Responsible

Barbara Doherty


Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Student achievement on state and district tests will increase.

G1.B2.S3 Teachers will be provided a two hour district and or school based training each month in regards to implementation and integration of Florida Standards strategies, activities, and lessons. 4

 S128585

Strategy Rationale

Action Step 1 5

Professional Development in regards to Florida Standards strategies, activities and lessons

Person Responsible

Marylen Hastings

Schedule

Monthly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Sign-In sheet and observations made of implementation by the Academic Coaches and administration

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Professional development of Florida Standards strategies, activities and lessons

Person Responsible

Marylen Hastings

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

minutes and VSET module

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Implementation of professional development of Florida Standards strategies, activities and lessons

Person Responsible

Marylen Hastings

Schedule

Every 2 Months, from 9/1/2014 to 6/3/2015

Evidence of Completion

Higher student achievement on district and state formative and summative assessments

G1.B2.S4 Science Night at the Museum and Publix Math night will be provided to help enrich student learning incorporated through the integration of Florida Standards strategies, activities and lessons. 4

 S128587

Strategy Rationale

Action Step 1 5

Science Night at the Museum and Publix Math Night

Person Responsible

Maryann Bull

Schedule

On 12/9/2014

Evidence of Completion

Flyer and sign in sheet.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Collaborative opportunities with students and families.

Person Responsible

Maryann Bull

Schedule

On 12/9/2014

Evidence of Completion

Sign-in sheets and activity participation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

To help enrich student learning incorporated through the integration of Florida Standards strategies, activities and lessons.

Person Responsible

Maryann Bull

Schedule

On 12/9/2014

Evidence of Completion

Sign-in sheets and activity participation.

G1.B3 Fidelity and quality implementation of professional development 2

 B115133

G1.B3.S1 Walk-throughs will be conducted by school based administrators and shared with the teachers through the VSET module. 4

 S128656

Strategy Rationale

Evidence of professional development being utilized during classroom instruction.

Action Step 1 5

Implementation of professional development into classrooms

Person Responsible

Monica Smith

Schedule

Annually, from 9/1/2014 to 6/5/2015

Evidence of Completion

VSET module

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

VSET

Person Responsible

Monica Smith

Schedule

Annually, from 9/1/2014 to 6/5/2015

Evidence of Completion

VSET report

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Walk-through observations and classroom visits

Person Responsible

Monica Smith


Schedule

Annually, from 9/1/2014 to 6/5/2015

Evidence of Completion

Student achievement on district and state assessments will increase

G1.B3.S2 Academic Coaches will provide in class follow-up coaching for all school based professional development. 4

 S130853

Strategy Rationale

Evidence of professional development being utilized during classroom instruction.

Action Step 1 5

Academic Coaches will provide in class follow-up coaching for all school based professional development.

Person Responsible

Barbara Doherty


Schedule

Every 6 Weeks, from 9/1/2014 to 6/5/2015

Evidence of Completion

Teachers are implementing school based professional development within the classroom.

G1.B3.S4 Teachers will be provided a two hour district and or school based training each month in regards to implementation and integration of Florida Standards strategies, activities, and lessons. 4

 S130863

Strategy Rationale

Professional development is necessary for integration of Florida Standards strategies, activities, and classroom lessons.

Action Step 1 5

Teachers will be provided a two hour district and or school based training each month in regards to implementation and integration of Florida Standards strategies, activities, and lessons.

Person Responsible

Marylen Hastings

Schedule

Every 2 Months, from 9/1/2014 to 6/5/2015

Evidence of Completion

Teachers will integrate Florida Standards strategies, activities, and lessons.

G1.B3.S5 Academic Intervention teachers will support classroom teachers and work individually and in small group with identified students to increase student performance and achieve academic improvement in areas of need. 4

 S131578

Strategy Rationale

Students within the lower quartile and other identified students need individual support and assistance to increase their academic performance in math, reading, science and writing.

Action Step 1 5

Intervention teachers will be hired to support identified students.

Person Responsible

Maryann Bull

Schedule

Annually, from 8/12/2014 to 6/5/2015

Evidence of Completion

Intervention teachers will maintain data for students that they support.

Plan to Monitor Fidelity of Implementation of G1.B3.S5 6

Intervention teachers will maintain data on students that they support.

Person Responsible

Barbara Doherty

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Data collected and discussed at monthly data meetings with grade level teams.

Plan to Monitor Effectiveness of Implementation of G1.B3.S5 7

Academic Coaches will support and monitor intervention schedules and data collection.

Person Responsible

Barbara Doherty

Schedule

Monthly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Data collected and discussed at monthly data meetings with grade level teams.

G1.B3.S6 After school tutoring will be provided to identified students. 4

 S131859

Strategy Rationale

Students within the lower quartile need extra support to increase their academic performance in math and reading.

Action Step 1 5

School will provide after school tutoring for identified students in 3rd, 4th and 5th grade. Will also provide tutoring to identified students in Kindergarten, 1st and 2nd grade.

Person Responsible

Maryann Bull

Schedule

Weekly, from 2/2/2015 to 5/18/2015

Evidence of Completion

Data will be collected by teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S6 6

Tutoring teachers will collect data on students in their tutoring group.

Person Responsible

Maryann Bull

Schedule

Every 6 Weeks, from 2/2/2015 to 5/18/2015

Evidence of Completion

Data will be collected from teachers on students.

Plan to Monitor Effectiveness of Implementation of G1.B3.S6 7

Tutoring teachers will collect data on students in their tutoring group.

Person Responsible

Maryann Bull

Schedule


Every 6 Weeks, from 2/2/2015 to 5/18/2015

Evidence of Completion


Data will be collected from teachers on students.

G1.B4 Students need increased opportunities to use technology for learning and to demonstrate knowledge

2

 B115135

G1.B4.S1 During computer lab time, students will be instructed on how to use educational websites and /or apps for creating products. 4

 S130866

Strategy Rationale

To increase students' knowledge and experience using technology.

Action Step 1 5

Students will receive instruction on how to use educational websites and/or apps for creating products.

Person Responsible

Sharon Vasickanin

Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Students will use educational websites and/or apps for creating products.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Person Responsible

Sharon Vasickanin

Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Students will use educational websites and/or apps for creating products.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Person Responsible

Sharon Vasickanin


Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Students will use educational websites and/or apps for creating products.

G1.B4.S2 During Early Release Professional Development school choice days, teachers will learn ways to incorporate technology in order to increase student engagement, and allow teachers to use student products a formative assessments. 4

 S130867

Strategy Rationale

To train teachers to incorporate technology in order to increase student engagement and use of student products for formative assessments.

Action Step 1 5

Teachers will receive professional development to incorporate technology to increase student engagement and use student products as formative assessments.

Person Responsible

Sharon Vasickanin

Schedule

On 6/5/2015

Evidence of Completion

Teachers will use the information from the technology PD in classroom.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Person Responsible

Maryann Bull

Schedule

Annually, from 9/16/2014 to 6/5/2015

Evidence of Completion

VSET

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Person Responsible

Maryann Bull


Schedule

Annually, from 9/16/2014 to 6/5/2015

Evidence of Completion

VSET

G1.B4.S3 Provide training/professional development for teachers in how to implement technology based classroom products. 4

 S130869

Strategy Rationale

To train teachers to incorporate technology based classroom products.

Action Step 1 5

Provide training/professional development for teachers in how to implement technology based classroom products.

Person Responsible

Sharon Vasickanin

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Teachers will implement technology based classroom products.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Person Responsible

Sharon Vasickanin

Schedule

Quarterly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Teachers will implement technology based classroom products.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Person Responsible

Sharon Vasickanin

Schedule

Quarterly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Teachers will implement technology based classroom products.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	The BLT team will provide a school wide social skills program. Implement Second Step Program.	Bull, Maryann	9/1/2014	There will be fewer student referrals	6/5/2015 every-2-months
G1.B1.S2.A1	CHAMPS training broken into small parts as a refresher and review	Smith, Monica	12/3/2014	Printed agenda	12/3/2014 one-time
G1.B1.S3.A1	Professional development focusing on differentiated instruction	Hastings, Marylen	9/1/2014	Increase of differentiated instruction will lead to student engagement	6/3/2015 monthly
G1.B2.S1.A1	The literacy team and academic team will provide professional development on the differentiated instruction during selected PD days with follow-ups on Data Day.	Doherty, Barbara	9/1/2014	minutes and agendas	6/3/2015 every-2-months
G1.B2.S2.A1	Collaboration of effective strategies, goals, and grade level requirements with grade level teams across the district	Doherty, Barbara	9/1/2014	Minutes	6/3/2015 monthly
G1.B2.S3.A1	Professional Development in regards to Florida Standards strategies, activities and lessons	Hastings, Marylen	9/3/2014	Sign-In sheet and observations made of implementation by the Academic Coaches and administration	5/29/2015 monthly
G1.B2.S4.A1	Science Night at the Museum and Publix Math Night	Bull, Maryann	10/14/2014	Flyer and sign in sheet.	12/9/2014 one-time
G1.B3.S1.A1	Implementation of professional development into classrooms	Smith, Monica	9/1/2014	VSET module	6/5/2015 annually
G1.B4.S1.A1	Students will receive instruction on how to use educational websites and/or apps for creating products.	Vasickanin, Sharon	9/16/2014	Students will use educational websites and/or apps for creating products.	6/5/2015 weekly
G1.B4.S2.A1	Teachers will receive professional development to incorporate technology to increase student engagement and use student products as formative assessments.	Vasickanin, Sharon	9/15/2014	Teachers will use the information from the technology PD in classroom.	6/5/2015 one-time
G1.B4.S3.A1	Provide training/professional development for teachers in how to implement technology based classroom products.	Vasickanin, Sharon	9/15/2014	Teachers will implement technology based classroom products.	6/5/2015 quarterly
G1.B3.S2.A1	Academic Coaches will provide in class follow-up coaching for all school based professional development.	Doherty, Barbara	9/1/2014	Teachers are implementing school based professional development within the classroom.	6/5/2015 every-6-weeks

Volusia - 2734 - Champion Elementary School - 2014-15 SIP
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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S4.A1	Teachers will be provided a two hour district and or school based training each month in regards to implementation and integration of Florida Standards strategies, activities, and lessons.	Hastings, Marylen	9/1/2014	Teachers will integrate Florida Standards strategies, activities, and lessons.	6/5/2015 every-2-months
G1.B3.S5.A1	Intervention teachers will be hired to support identified students.	Bull, Maryann	8/12/2014	Intervention teachers will maintain data for students that they support.	6/5/2015 annually
G1.B3.S6.A1	School will provide after school tutoring for identified students in 3rd, 4th and 5th grade. Will also provide tutoring to identified students in Kindergarten, 1st and 2nd grade.	Bull, Maryann	2/2/2015	Data will be collected by teachers	5/18/2015 weekly
G1.MA1	Aligning PD, strategies, and interventions to increase student achievement and decrease student behavioral referrals.	Bull, Maryann	8/18/2014	Higher student achievement, documented on State Assessment, and decreased student behavioral referrals.	6/5/2015 one-time
G1.B1.S1.MA1	The referrals will be analyzed following each quarterly referral report in comparison to student achievement	Bull, Maryann	9/1/2014	There will be a decrease of student referrals which will lead to an increase of student achievement on district and state assessments	6/3/2015 quarterly
G1.B1.S1.MA1	Monitoring the fidelity of the implementation of the social skills program	Bull, Maryann	9/1/2014	There will be a decrease of student referrals which will lead to an increase of student achievement on district and state assessments	6/3/2015 quarterly
G1.B2.S1.MA1	Implementation of Florida Standards strategies, activities and lessons in addition to the Differentiated Instruction module	Doherty, Barbara	9/1/2014	Higher student achievement on formative and summative state and district assessments	6/3/2015 weekly
G1.B2.S1.MA1	Implementation of the professional development in regards to Differentiated Instruction	Hastings, Marylen	9/1/2014	Agendas, minutes, signatures and VSET	6/3/2015 weekly
G1.B3.S1.MA1	Walk-through observations and classroom visits	Smith, Monica	9/1/2014	Student achievement on district and state assessments will increase	6/5/2015 annually
G1.B3.S1.MA1	VSET	Smith, Monica	9/1/2014	VSET report	6/5/2015 annually
G1.B4.S1.MA1	[no content entered]	Vasickanin, Sharon	9/16/2014	Students will use educational websites and/or apps for creating products.	6/5/2015 weekly
G1.B4.S1.MA1	[no content entered]	Vasickanin, Sharon	9/16/2014	Students will use educational websites and/or apps for creating products.	6/5/2015 weekly
G1.B1.S2.MA1	CHAMPS strategies implemented school wide	Doherty, Barbara	9/1/2014	The number of referrals decrease and student achievement will increase on district and state assessments	6/3/2015 daily
G1.B1.S2.MA1	School wide use of CHAMPS	Smith, Monica	9/1/2014	Follow-up discussion and feedback from anecdotal records and VSET observations by school based administration	6/3/2015 daily
G1.B2.S2.MA1	Collaborative discussions on strategies, goals and requirements within each grade level.	Doherty, Barbara	9/1/2014	Student achievement on state and district tests will increase.	6/3/2015 monthly
G1.B2.S2.MA1	Collaborative discussions of strategies, goals, and requirements for each grade level, with grade level teams across the district	Doherty, Barbara	9/1/2014	minutes and documentation for email and district collaboration sites and Edmodo.	6/3/2015 monthly
G1.B4.S2.MA1	[no content entered]	Bull, Maryann	9/16/2014	VSET	6/5/2015 annually
G1.B4.S2.MA1	[no content entered]	Bull, Maryann	9/16/2014	VSET	6/5/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1	Teachers will work collaboratively with administration and BLT to monitor student progress academically and behaviorally	Hastings, Marylen	9/1/2014	The number of referrals will decrease and student performance on state and district assessments will increase	6/3/2015 monthly
G1.B1.S3.MA1	Professional development for differentiated instruction	Hastings, Marylen	9/1/2014	Walk-throughs, minutes including collaborative discussions from PLC/ grade level meetings	6/3/2015 every-6-weeks
G1.B2.S3.MA1	Implementation of professional development of Florida Standards strategies, activities and lessons	Hastings, Marylen	9/1/2014	Higher student achievement on district and state formative and summative assessments	6/3/2015 every-2-months
G1.B2.S3.MA1	Professional development of Florida Standards strategies, activities and lessons	Hastings, Marylen	9/1/2014	minutes and VSET module	6/3/2015 weekly
G1.B4.S3.MA1	[no content entered]	Vasickanin, Sharon	9/16/2014	Teachers will implement technology based classroom products.	6/5/2015 quarterly
G1.B4.S3.MA1	[no content entered]	Vasickanin, Sharon	9/16/2014	Teachers will implement technology based classroom products.	6/5/2015 quarterly
G1.B2.S4.MA1	To help enrich student learning incorporated through the integration of Florida Standards strategies, activities and lessons.	Bull, Maryann	10/14/2014	Sign-in sheets and activity participation.	12/9/2014 one-time
G1.B2.S4.MA1	Collaborative opportunities with students and families.	Bull, Maryann	10/14/2014	Sign-in sheets and activity participation.	12/9/2014 one-time
G1.B3.S5.MA1	Academic Coaches will support and monitor intervention schedules and data collection.	Doherty, Barbara	9/16/2014	Data collected and discussed at monthly data meetings with grade level teams.	6/5/2015 monthly
G1.B3.S5.MA1	Intervention teachers will maintain data on students that they support.	Doherty, Barbara	8/11/2014	Data collected and discussed at monthly data meetings with grade level teams.	6/5/2015 monthly
G1.B3.S6.MA1	Tutoring teachers will collect data on students in their tutoring group.	Bull, Maryann	2/2/2015	Data will be collected from teachers on students.	5/18/2015 every-6-weeks
G1.B3.S6.MA1	Tutoring teachers will collect data on students in their tutoring group.	Bull, Maryann	2/2/2015	Data will be collected from teachers on students.	5/18/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will implement effective teaching instruction to impact the ED, including SWD, aligned to the Florida Standards through implementation of Reading, Writing, Math, and Science across the curriculum, supported by school-based professional development.

G1.B1 Student Behaviors interfering with quality instruction

G1.B1.S1 Implement a social skills program Second Step to increase opportunities for students to justify reasoning and thinking to peers.

PD Opportunity 1

The BLT team will provide a school wide social skills program. Implement Second Step Program.

Facilitator

BLT team

Participants

All faculty and school based administrators

Schedule

Every 2 Months, from 9/1/2014 to 6/5/2015

G1.B1.S2 Continue to review and update CHAMPS training to teachers to develop positive relationships with all learners.

PD Opportunity 1

CHAMPS training broken into small parts as a refresher and review

Facilitator

Barb Doherty and Monica Smith

Participants

Faculty

Schedule

On 12/3/2014

G1.B1.S3 Teachers will increase engagement, differentiate materials and instruction

PD Opportunity 1

Professional development focusing on differentiated instruction

Facilitator

Academic Coaches

Participants

All faculty

Schedule

Monthly, from 9/1/2014 to 6/3/2015

G1.B2 Lack of collaboration opportunities

G1.B2.S1 The first Wednesday of every month will be used for ERPD. Every 2nd and 4th Thursday will be designated for school-wide, grade level PLC in the media center, with all other instructional staff joining in collaboration with vertical teaming will occur. Agendas, minutes and signatures will be documentation for all Thursday meetings. All meetings will occur in the media center.

PD Opportunity 1

The literacy team and academic team will provide professional development on the differentiated instruction during selected PD days with follow-ups on Data Day.

Facilitator

Literacy team and Academic team

Participants

All faculty

Schedule

Every 2 Months, from 9/1/2014 to 6/3/2015

G1.B2.S2 Coaches will provide support on how to access and collaborate with grade level teams across the district.

PD Opportunity 1

Collaboration of effective strategies, goals, and grade level requirements with grade level teams across the district

Facilitator

Academic Coaches

Participants

classroom teachers

Schedule

Monthly, from 9/1/2014 to 6/3/2015

G1.B2.S3 Teachers will be provided a two hour district and or school based training each month in regards to implementation and integration of Florida Standards strategies, activities, and lessons.

PD Opportunity 1

Professional Development in regards to Florida Standards strategies, activities and lessons

Facilitator

Leadership team

Participants

Faculty

Schedule

Monthly, from 9/3/2014 to 5/29/2015

G1.B3 Fidelity and quality implementation of professional development

G1.B3.S4 Teachers will be provided a two hour district and or school based training each month in regards to implementation and integration of Florida Standards strategies, activities, and lessons.

PD Opportunity 1

Teachers will be provided a two hour district and or school based training each month in regards to implementation and integration of Florida Standards strategies, activities, and lessons.

Facilitator

Academic coaches

Participants

Faculty

Schedule

Every 2 Months, from 9/1/2014 to 6/5/2015

G1.B4 Students need increased opportunities to use technology for learning and to demonstrate knowledge

G1.B4.S2 During Early Release Professional Development school choice days, teachers will learn ways to incorporate technology in order to increase student engagement, and allow teachers to use student products a formative assessments.

PD Opportunity 1

Teachers will receive professional development to incorporate technology to increase student engagement and use student products as formative assessments.

Facilitator

Sharon Vasickanin

Participants

Faculty

Schedule

On 6/5/2015

G1.B4.S3 Provide training/professional development for teachers in how to implement technology based classroom products.

PD Opportunity 1

Provide training/professional development for teachers in how to implement technology based classroom products.

Facilitator

Sharon Vasickanin

Participants

Faculty

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will implement effective teaching instruction to impact the ED, including SWD, aligned to the Florida Standards through implementation of Reading, Writing, Math, and Science across the curriculum, supported by school-based professional development.	294,918
Grand Total	294,918

Goal 1: All teachers will implement effective teaching instruction to impact the ED, including SWD, aligned to the Florida Standards through implementation of Reading, Writing, Math, and Science across the curriculum, supported by school-based professional development.

Description	Source	Total
B1.S1.A1		0
B1.S3.A1 - Data Days will be provided once a month for all classroom teachers	Title I Part A	30,000
B2.S1.A1		0
B2.S4.A1		0
B3.S5.A1 - Salaries and benefits for Academic Coach and Academic Intervention Teachers	Title I Part A	233,127
B3.S5.A1		0
B3.S6.A1 - after school tutoring	Title I Part A	15,000
B3.S6.A1 - supplemental instructional materials for students and teachers.	Title I Part A	6,791
B4.S3.A1 - technology training costs	Title I Part A	10,000
Total Goal 1		294,918