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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Steffan Mallory

Position Title

Principal

Job Duties and Responsibilities

To operationalize CES values into observable, measurable behaviors to which students and staff are held accountable to drastically improve student learning outcomes.

Leadership Team Member #2

Employee's Name

Christine Fuller

Position Title

Assistant Principal

Job Duties and Responsibilities

To serve as the assistant principal and school-based point of contact for instructional planning, practices and accountability measures. Responsibilities include and are not limited to campus operations, school-wide communication systems, instructional/support evaluations, instructional resource management and

safety/security.

Leadership Team Member #3

Employee's Name

Emily Fagerstrom

Position Title

Math Instructional Coach

Job Duties and Responsibilities

To serve as the kindergarten-5th grade Math Academic Coach. Responsibilities include and are not limited to Math instructional coaching cycles, guided team planning, ongoing formative assessment reviews and response to data. Direct report to Principal and/or designee.

Leadership Team Member #4

Employee's Name

Amanda Hawkesworth

Position Title

ELA Instructional Coach

Job Duties and Responsibilities

To serve as the kindergarten-5th grade ELA Academic Coach. Responsibilities include and are not limited to ELA instructional coaching cycles, guided team planning, ongoing formative assessment reviews and response to data. Direct report to Principal and/or designee.

Leadership Team Member #5

Employee's Name

Reva Woodard

Position Title

Teacher, K-5

Job Duties and Responsibilities

Serves as the intermediate grades' representative on the school-based leadership team in the development, planning, implementation, assessment and response for instructional learning tasks.

Leadership Team Member #6

Employee's Name

Lauren Goldstone

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

Serves as a primary instructional team member on the school-based leadership team for the development, planning, implementation, assessment and response for instructional learning tasks.

Leadership Team Member #7

Employee's Name

Hannah Bentley

Position Title

Kindergarten

Job Duties and Responsibilities

Serves as a primary instructional team member on the school-based leadership team for the development, planning, implementation, assessment and response for instructional learning tasks.

Leadership Team Member #8

Employee's Name

Deborah French

Position Title

ESE Teacher

Job Duties and Responsibilities

Serves as an exceptional education instructional team member on the school-based leadership team for the development, planning, implementation, assessment and response for instructional learning tasks.

Leadership Team Member #9

Employee's Name

Erica Bond

Position Title

5th Grade Teacher

Job Duties and Responsibilities

Serves as an intermediate instructional team member on the school-based leadership team for the development, planning, implementation, assessment and response for instructional learning tasks.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Champion Elementary is committed to a collaborative and inclusive approach in developing the School Improvement Plan (SIP). The process for involving stakeholders, including the school leadership team, teachers, school staff, parents, families, and business or community leaders, is as follows:

1. Initiation and Consultation:

- **Initial Meeting:** The school leadership team 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 stakeholders are informed about their critical role in the development process.

2. Data Collection and Analysis:

- **Gathering Relevant Data:** Prior to stakeholder involvement, the school collects and analyzes relevant data to assess the current state of the school. This includes academic performance, student attendance, behavior, and other relevant metrics.
- **Presenting Data:** During stakeholder meetings, the collected data is presented to provide a comprehensive understanding of the school's strengths and areas needing improvement.

3. Stakeholder Engagement:

- **Inclusive Participation:** The school ensures diverse representation by involving teachers, school staff, parents, families, and business or community leaders in the SIP development process.
- **Feedback Sessions:** Multiple feedback sessions are organized to gather insights and suggestions from stakeholders. These sessions include open forums, surveys, and focus group discussions.

4. Identifying Priorities:

- **Collaborative Discussions:** Based on the data analysis and input from stakeholders, the school leadership team facilitates collaborative discussions to identify the top priorities for improvement.
- **Setting Goals:** Stakeholders work together to set clear, measurable goals aligned with the identified priorities, ensuring that the SIP addresses the most critical needs of the school

community.

5. Using Stakeholder Input:

- **Incorporating Feedback:** The input gathered from stakeholders is carefully considered and integrated into the SIP. This ensures that the plan reflects the collective vision and goals of the school community.
- **Drafting the SIP:** The school leadership team drafts the SIP based on prior year data, stakeholder input, outlining specific strategies, actions, and resources required to achieve the identified goals.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Champion Elementary employs a systematic approach to ensure the effective implementation of the SIP and its impact on increasing student achievement, particularly for those with the greatest achievement gaps. The plan will be regularly monitored and revised as necessary based on data analysis and stakeholder feedback.

Regular Monitoring of SIP Implementation:

1. Data Analysis:

- **Academic Performance:** Regularly collect and analyze student academic performance data, including standardized test scores, classroom assessments, and grades. This helps to track progress towards meeting state academic standards.
- **Student Attendance:** Monitor attendance data to identify trends and address issues that may impact student learning and achievement.
- **Behavior Metrics:** Review behavior data, such as discipline referrals and positive behavior interventions, to ensure a supportive learning environment.

2. Stakeholder Feedback:

- **School Advisory Council (SAC):** Engage the SAC in reviewing progress towards SIP goals, discussing challenges, and providing recommendations for improvement.
- **School Leadership Team (SLT):** Conduct regular meetings with the SLT to review data, monitor the implementation of strategies, and ensure alignment with the SIP objectives.
- **Teacher and Staff Input:** Gather feedback from teachers and staff through surveys, focus groups, and PLC meetings to assess the effectiveness of instructional practices and interventions.

3. Progress Reports:

- **Quarterly Reports:** Generate quarterly progress reports that summarize key findings

from data analysis and stakeholder feedback. These reports are shared with all stakeholders to maintain transparency and accountability.

- **Annual Review:** Conduct an annual review of the SIP to evaluate overall effectiveness and make necessary adjustments based on the year's outcomes.

Revising the SIP for Continuous Improvement:

1. Continuous Stakeholder Engagement:

- **Feedback Mechanisms:** Establish multiple channels for stakeholders to provide ongoing feedback, such as suggestion boxes, digital surveys, and open forums.
- **Inclusive Meetings:** Regularly scheduled meetings with SAC, SLT, and other stakeholder groups to discuss progress, challenges, and potential revisions to the SIP.

2. Data-Driven Revisions:

- **Identifying Gaps:** Use data analysis to identify achievement gaps and areas where students are not meeting state academic standards. Pay particular attention to students with the greatest achievement gaps.
- **Strategy Adjustment:** Based on data findings and stakeholder feedback, revise instructional strategies, resource allocation, and support services to better address identified needs.

3. Implementation of Revisions:

- **Action Plans:** Develop detailed action plans for any revisions to the SIP, outlining specific steps, responsible parties, and timelines for implementation.
- **Professional Development:** Provide targeted professional development for teachers and staff to support the implementation of new strategies and practices.

4. Monitoring Revised Plan:

- **Follow-Up Reviews:** Conduct follow-up reviews to assess the impact of revisions on student achievement and make further adjustments as needed.
- **Ongoing Communication:** Keep all stakeholders informed about revisions and progress through regular updates via meetings, newsletters, and the school's website.

By systematically monitoring the SIP and incorporating regular stakeholder feedback, Champion Elementary ensures that the plan remains dynamic and responsive to the needs of its students. This continuous improvement process aims to close achievement gaps and help all students meet state academic standards.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	57.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20: D

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	8	20	19	21	15	21				104
One or more suspensions	0	4	3	0	1	0				8
Course failure in English Language Arts (ELA)	0	0	0	2	2	2				6
Course failure in Math	0	0	0	5	5	4				14
Level 1 on statewide ELA assessment	1	15	25	17	12	23				93
Level 1 on statewide Math assessment	0	14	14	22	8	18				76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	11	14	9						34
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	9	4	4	4					21

Current Year 2024-25

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

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last 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 school days	15	15	25	25	18	21				119
One or more suspensions		1	1	1	2	2				7
Course failure in ELA				7	4	4				15
Course failure in Math				6	7	6				19
Level 1 on statewide ELA assessment				13	10	18				41
Level 1 on statewide Math assessment					3	17				20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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		1	1	10	10	17				39

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1		13	1					15
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	55	55	57	41	52	53	41	53	56
ELA Grade 3 Achievement **	53	56	58	35	55	53			
ELA Learning Gains	60	57	60				50		
ELA Learning Gains Lowest 25%	56	50	57				33		
Math Achievement *	59	57	62	41	55	59	47	42	50
Math Learning Gains	62	59	62				50		
Math Learning Gains Lowest 25%	52	46	52				40		
Science Achievement *	57	60	57	41	62	54	55	55	59
Social Studies Achievement *								59	64
Graduation Rate								58	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	85	60	61		60	59			

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	539
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	40%	45%	44%		40%	37%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	35%	Yes	5	
English Language Learners	78%	No		
Black/African American Students	46%	No		
Hispanic Students	73%	No		
Multiracial Students	64%	No		
White Students	59%	No		
Economically Disadvantaged Students	54%	No		

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%
Students With Disabilities	9%	Yes	4	4
Asian Students	79%	No		
Black/African American Students	22%	Yes	4	1
Hispanic Students	35%	Yes	1	
Multiracial Students	49%	No		
White Students	51%	No		
Economically Disadvantaged Students	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%
Students With Disabilities	26%	Yes	3	3
English				

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%
Language Learners				
Native American Students				
Asian Students	76%	No		
Black/African American Students	34%	Yes	3	
Hispanic Students	50%	No		
Multiracial Students	46%	No		
Pacific Islander Students				
White Students	56%	No		
Economically Disadvantaged Students	42%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	55%	53%	60%	56%	59%	62%	52%	57%					85%
Students With Disabilities	14%	13%	55%	60%	28%	45%	45%	23%					
English Language Learners	80%				70%								85%
Black/African American Students	50%	47%	51%	36%	40%	49%	47%	46%					
Hispanic Students	64%		87%		64%	77%							
Multiracial Students	64%				64%								
White Students	52%	54%	58%	71%	68%	61%	45%	59%					
Economically Disadvantaged Students	52%	53%	52%	56%	55%	62%	52%	53%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	35%			41%			41%					
Students With Disabilities	9%	7%			14%			4%					
Asian Students	79%				79%								
Black/African American Students	27%	20%			24%			15%					
Hispanic Students	31%	25%			48%								
Multiracial Students	45%	50%			50%			50%					
White Students	51%	50%			48%			56%					
Economically Disadvantaged Students	34%	32%			33%			38%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%					
Students With Disabilities	15%		33%	24%	21%	37%	25%	27%					
English Language Learners													
Native American Students													
Asian Students	64%		90%		79%	70%							
Black/African American Students	29%		43%	29%	31%	37%	30%	38%					
Hispanic Students	46%				54%								
Multiracial Students	40%		57%		44%	42%							
Pacific Islander Students													
White Students	48%		49%	42%	58%	63%	57%	72%					
Economically Disadvantaged Students	37%		45%	29%	44%	52%	37%	49%					

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	47%	54%	-7%	55%	-8%
Ela	4	48%	54%	-6%	53%	-5%
Ela	5	56%	52%	4%	55%	1%
Math	3	63%	56%	7%	60%	3%
Math	4	62%	57%	5%	58%	4%
Math	5	40%	53%	-13%	56%	-16%
Science	5	51%	58%	-7%	53%	-2%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

As evidenced by the FAST PM 3 outcomes, 3rd grade math (69%) achievement evidenced a 33% year over year improvement.

Contributing factors include but are not limited to:

- Team Departmentalization to support targeted subject specific planning and instructional support.
- Third grade math teachers are experienced teachers that have historically demonstrated instructional best practices that typically outperform school averages.
- Targeted Math WTI

Lowest Performance

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

As evidenced by the FAST PM3 outcomes, our lowest performance was evidenced in lowest quartile learning gains for both ELA and math for 5th grade at 40% respectively. A trend of lower performance was also observed across 5th grade math, with 44% achievement, 42% learning gains and 40% lowest quartile learning gains.

Historical Insight:

These outcomes represent an improvement of prior year scores ranging from 2% to 9%.

Contributing factors include hut are not limited to:

- New 5th grade math teacher
- Subgroup population outcomes significantly below the school averages

Greatest Decline

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

No decline in performance outcomes of all subject areas, grade levels and/or subgroup populations.
Smallest improvement ELA and Math learning gains

Greatest Gap

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.

As evidenced by the FAST PM3 outcomes, our greatest gap in performance when compared to the state was evidenced in both 3rd grade ELA, 3% below the state and Science, 3% above the state. Both outcomes represent a significant increase in school-based performance in a year over year comparison. 17% increase for 3rd grade ELA and 15% increase in science.

3rd Grade ELA Contributing factors include but are not limited to:

- Novice 3rd grade ELA teacher
- One on One ELA Coaching Cycles and on-stage instructional modeling, coteach and support
- ELA WTI

Science Contributing factors include but are not limited to:

- Experienced 5th grade science teacher
- Data informed instructional cycles
- Science small group routines

EWS Areas of Concern

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

After careful reflection and review of available EWS data, student attendance remains an area of concern. 24% of students evidenced an attendance rate below 90% for the 2023-2024 school year.

Highest Priorities

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

1. Attendance
2. Primary Reading/Writing Foundations
3. Monitoring/Feedback practices specific to Subgroup performance
4. K-5 Science Instruction
5. Recruit and retain high quality staff

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At Champion Elementary, significant increases in achievement, learning gains and learning gains of the lowest quartile were evidenced in all tested areas of the 23-24 FAST PM3. Disaggregating this data by subgroups revealed disparities in outcomes in subgroup populations, specifically, students with disabilities and black students.

Small Group Instructional Practice Rationale:

1. Focusing on small group instructional best practices, monitored through the outcomes of the identified subgroup populations aligns with our commitment to achieving high levels of proficiency across subject areas for all students.
2. We recognize that different student groups may require tailored support to thrive academically; by tracking instructional practices and outcomes, we will refine our approach to small group routines to ensure continuous improvement for all.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

23-24 SY Learning Outcomes to 24-25 SY Learning Outcome Goals:

- 3rd Gr. ELA 52% to 65%
- ELA Ach. 55% to 65%
- ELA LG 53% to 65%
- ELA LQLG 55% to 65%
- Math LG 53% to 70%
- Math LQLG 56% to 70%
- Sci Ach. 56% to 70%

23-24 SY Subgroup Outcomes 10% pt. or more below the school.**24-25SY Learning Outcome Goal:**

Decrease the disparity between the identified subgroup populations and the school for ELA, Math and Science.

- 3rd Grade ELA SWD 13% (-39)
- ELA Ach. SWD 14% (-41)
- ELA LQLG Black 33% (-22)
- Math Ach. Black 40% (-19)
- Math Ach. SWD 27% (-32)
- Math LG Black 43% (-10)
- Math LG SWD 41% (-12)
- Science Ach. 23% (-33)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To achieve the desired outcomes, the Area of Focus on small group instructional practices will be meticulously monitored through a multi-tiered approach that includes data analysis, regular assessments, and feedback loops. This comprehensive monitoring strategy will ensure that we identify, address, and rectify any disparities in student achievement, particularly among the identified subgroup populations.

Ongoing Monitoring and Its Impact on Student Achievement:**1. Data-Driven Instruction:**

- **Grade level formative Assessments:** Conduct bi-weekly formative assessments aligned with Florida Benchmarks to measure student progress in ELA, Math, and Science. These assessments will be used to provide immediate feedback on student performance and make real time adjustments as needed.
- **District Assessments:** Administer VBAs/VSTs to evaluate overall progress towards the annual goals, trends and areas needing intensified support.

2. Subgroup Analysis:

- **Disaggregated Data Review:** Perform monthly data reviews disaggregated by subgroups (students with disabilities and black students) to track progress against the identified disparities. Target 2%-4% reduction of disparity of identified subgroup populations per assessment.

- **Individualized Support Plans:** Develop and implement individualized support plans for teachers and students not on pace for goal attainment, based on assessment data and classroom observations.

3. **Instructional Practices Monitoring:**

- **Florida Benchmark Aligned Instruction:** Ensure that all instruction is aligned with Florida Benchmarks. Teachers will use standards-based lesson plans to provide consistency and rigor in instruction.
- **Aligned Instructional Tasks:** Provide students with tasks that are directly aligned to the Florida Benchmarks. These tasks will be designed to challenge students and promote mastery of the standards with a focus on ADL 4 tasks/questions.
- **Deepening Understanding Through Questions:** Incorporate questioning strategies that deepen student understanding. Teachers will use higher-order questions to encourage critical thinking and comprehension of complex concepts.
- **Collaborative Learning Structures:** Implement collaborative learning structures that engage students in significant intellectual engagement. Group activities and peer discussions will be used to promote active learning and deeper understanding of the material.

4. **Feedback and Adjustments:**

- **Teacher Collaboration:** Facilitate weekly teacher collaboration (PLCs) to discuss student progress, share successful strategies, and plan interventions. Formal PLC's will be documented with input by all participants from agenda formation to PLC action plan documentation.
- **Instructional Coaches:** Utilize instructional coaches to provide real-time feedback and support to teachers, ensuring that instructional practices are aligned with the desired outcomes. Teachers will be tiered by week 2 for differentiation support and individual goal setting.

5. **Stakeholder Feedback:**

- **Student Conferences:** Facilitate student conferences to discuss SIP progress, set goals, and develop action plans following VBA/PM/VST administrations as needed.
- **Parent Involvement:** Engage parents through regular communication and student/parent/teacher conferences to gain real time progress points and individual expectations for learning. A minimum of 2 collaborative conferences will be held annually.

Person responsible for monitoring outcome

Principal/Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Intervention: Small Group Instructional Routine Implementation of small group instructional routines across all subject areas and grade levels.

Rationale:

Small group instruction provides an effective framework for delivering differentiated instruction tailored to meet the diverse needs of students. By grouping students based on their specific learning needs, teachers will provide more targeted support, enhancing understanding and proficiency in core content areas.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Small Group Instructional Routines Professional Learning

Person Monitoring:

Admin/Academic Coaches

By When/Frequency:

September 1, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct comprehensive professional learning sessions for teachers on the principles and best practices of small group instruction. This training will include strategies for effective differentiation, grouping techniques, and methods for monitoring and assessing student progress within small groups. School based ERPLs: 08/28/24 - Small Group Scheduling and Rotations 11/06/24 - Small Group Math Block 12/11/24 - Small Group ESE & Gen Ed Collaboration 03/05/25 - Small group Assessments & Accommodations -Facilitate bi-weekly collaborative planning meetings where teachers can share experiences, discuss student data, and co-plan small group lessons. These meetings will foster a collaborative culture and ensure that instructional practices are consistently applied across grade levels and subject areas between professional learning sessions.

Action Step #2

Small Group Instructional Coaching Support

Person Monitoring:

Principal/Asst. Principal

By When/Frequency:

September 1, 2024 - Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-Provide ongoing, on-stage coaching and support through formal (tier 2 & tier 3 teachers) and informal (tier 1 teachers) instructional coaching cycles: Non-evaluative instructional observations Feedback Modeling effective small group instructional practices -Standardized Look For checklist: Develop a standardized checklist for instructional coaches to use during observations. This checklist will include the four instructional look for's at the small group level. -Feedback Form: Create a

structured feedback form where coaches can provide detailed comments on strengths, areas for improvement, and action items for teachers. -Centralized Data Housing: Use a digital platform to collect and store observation and feedback data. This will allow for easy access and analysis of trends over time. -Monthly Review Meetings: Instructional coaches will meet monthly to review observation data, discuss common challenges, and share successful strategies. This collaborative analysis will help identify patterns and areas where additional support may be needed.

Action Step #3

Small Group Instruction Verification of Learning

Person Monitoring:

Principal/ Asst. Principal

By When/Frequency:

September 1, 2024 - bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-Develop a standardized small group instructional routines verification of learning documentation process aligned with the Florida Benchmarks. This process will include lesson plans, instructional materials, and assessment tools tailored for small group settings. -Utilize progress monitoring tools to track student learning outcomes within small groups. Data from these assessments will be used to inform instruction and make necessary adjustments to meet the needs of all students. -Establish a schedule for monthly data reviews focused on the performance of students in small groups, particularly those in the identified ESSA subgroups (black and SWDs). These reviews will help identify trends, address disparities, and verify small group instructional routines are effectively supporting student learning and achievement.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2024-2025 school year, Champion Elementary will focus on improving school attendance across all relevant grade levels (Kindergarten through 5th grade). In the previous school year, 26% of students evidenced an absentee rate of 10% or more school days. This significant absenteeism has been identified as a crucial need to address in order to enhance student learning outcomes and overall school culture and climate.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Champion Elementary aims to reduce the absentee rate of 10% or more school days to no more than 15% for each grade level. The specific measurable outcomes for each grade level are as follows:

- **Kindergarten:** Reduce the number of students with a 10% or more absentee rate from 7 to 4 out of 44 students.
- **1st Grade:** Reduce the number of students with a 10% or more absentee rate from 19 to 10 out of 65 students.
- **2nd Grade:** Reduce the number of students with a 10% or more absentee rate from 19 to 11 out of 77 students.
- **3rd Grade:** Reduce the number of students with a 10% or more absentee rate from 22 to 14 out of 93 students.
- **4th Grade:** Reduce the number of students with a 10% or more absentee rate from 16 to 8 out of 56 students.
- **5th Grade:** Reduce the number of students with a 10% or more absentee rate from 21 to 12 out of 80 students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Daily

- Utilize the daily attendance tracking system in Focus. Ensure the daily accurate completion.

Weekly

- Generate and review weekly attendance reports that highlight students with increasing absenteeism trends. Identify students who are at risk of reaching a 10% absentee rate.

Monthly

- Conduct monthly data analysis meetings to review attendance trends, identify students with chronic absenteeism, and verify the implementation and effectiveness of interventions.

Parent Communication

- Send out attendance letters to parents. For students identified as at-risk or with chronic absenteeism, arrange meetings with parents to discuss attendance concerns and develop action plans.

Intervention

- Implement targeted intervention strategies for students with high absentee rates initially at the classroom level. This may include mentoring referrals, attendance contracts, incentives for improved attendance, and referrals to MTSS

Regular Review and Adjustments

- Review the effectiveness of attendance interventions and make adjustments as needed. Use data from weekly and monthly reports to inform decisions.

End-of-Quarter Review

- Conduct a comprehensive review of attendance data at the end of each term. Evaluate progress towards the goal of reducing the absentee rate to no more than 15% for each grade

level and adjust strategies accordingly.

Celebration of Improvements

- Recognize and celebrate improvements in attendance as school team- HOUSE assemblies, Champion Way newsletters/podcast, and school website/social media. Highlight individual and class achievements to encourage ongoing positive attendance behavior.

Person responsible for monitoring outcome

Principal/Assistant Principal/MTSS team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Champion Elementary will continue to implement and leverage its existing Champion HOUSE system as the primary intervention to improve school attendance.

Rationale:

The HOUSE system involves sorting students, faculty, and staff into different houses. These houses earn points for demonstrating proficiency and improvement in academics, behavior, engagement, and community service acts. This year, the HOUSE system will strategically focus on improving attendance rates through all activities and initiatives to foster a sense of community, accountability, and collective responsibility.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Champion HOUSEs

Person Monitoring:

Principal/HOUSE Council

By When/Frequency:

September 1, 2024- weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Champion HOUSE system has been successfully integrated into the school culture for the past two years, promoting a sense of belonging and community among students. This intervention is based on evidence that peer influence and social support can significantly impact student behavior, including attendance. By utilizing the established structures of the HOUSE system, students will encourage each other to attend school regularly, thus creating a positive and motivating environment. The sense of competition and collective effort within houses can drive improvements in attendance rates as students work together to earn points and achieve common goals. -Daily Attendance Tracking and House Points: Action Step: Integrate daily attendance tracking into the HOUSE points system. Each house will earn points based on the percentage of students present each day. Responsibility: Classroom Teachers, Attendance Clerk Monitoring: Daily attendance will be recorded

and converted into points for each house. Reports will be generated to show daily, weekly, and monthly attendance rates for each house. -Weekly Attendance Reports and Celebrations: Action Step: Generate weekly attendance reports highlighting the houses with the highest attendance rates and those showing significant improvements. Celebrate these achievements during weekly assemblies or through school announcements. Responsibility: Attendance Clerk, School Administration. Monitoring: Weekly reports will be reviewed, and celebrations will be held to recognize houses with outstanding attendance. This will keep students motivated and engaged. -Monthly House Meetings and Goal Setting: Action Step: Conduct monthly house meetings where students review their attendance data, set goals for improvement, and discuss strategies to support peers in attending school regularly. Responsibility: House Leaders, Administration and School Counselor Monitoring: House leaders will facilitate discussions and track progress towards attendance goals. Meeting notes and action plans will be documented and reviewed monthly. -Peer Mentoring and Support: Action Step: Implement a peer mentoring system within houses where older students mentor younger students, encouraging them to attend school regularly and supporting them in overcoming barriers to attendance. Responsibility: House Leaders and House Council Monitoring: Peer mentors will be trained and assigned, with their interactions and support efforts documented. Progress will be reviewed in monthly house meetings. -Quarterly Attendance Challenges: Action Step: Organize quarterly attendance challenges where houses compete to achieve the highest attendance rates over a set period. Special rewards and recognition will be given to the winning house. Responsibility: House Leaders, House Council, Attendance Clerk and Administration Monitoring: Attendance data will be tracked throughout the challenge period, and results will be announced and celebrated at the end of each quarter. -Parental Involvement and Communication: Action Step: Engage parents by regularly communicating their child's attendance status and the importance of regular attendance. Special events will be held to educate parents about the HOUSE system and how they can support their child's attendance. Responsibility: Administration Monitoring: Attendance letters, parent-teacher conferences, and workshops will be documented. Feedback from parents will be collected and reviewed to improve communication strategies.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

1. Kick-Off Meeting:

- **Audience:** School staff, leadership, and PTA representatives.
- **Method:** Host a dedicated meeting at the beginning of the school year to present the SIP. Include detailed presentations, Q&A sessions, and printed materials for attendees.
- **Language Support:** Provide materials and translators as needed to ensure all participants can fully understand the content.

2. School Website:

- **Audience:** All stakeholders.
- **Method:** Publish the full SIP on the school's website, along with a summary of key goals and initiatives.
- **Language Support:** Champion SIP will be provided in the primary languages spoken by the families in the school community.

3. Parent Calendar/Newsletter:

- **Audience:** Families.
- **Method:** Include a section in a quarterly parent newsletter that highlights the SIP's goals, progress, and any upcoming related events or initiatives.
- **Language Support:** Provide newsletters in the primary languages spoken by the families.

4. Social Media and Digital Platforms:

- **Audience:** Students, families, and the wider community.
- **Method:** Use the school's social media channels (e.g., Facebook, Twitter) and digital platforms to share updates on the SIP. Post regular progress updates, success stories, and reminders about key dates.

- **Language Support:** Ensure posts are available in multiple languages as needed.

5. **Community Events:**

- **Audience:** Local businesses, organizations, and families.
- **Method:** Present the SIP at community events and school functions, such as open houses, parent-teacher conferences, and local business meetings. Include visual aids and handouts that summarize the SIP.
- **Language Support:** Provide translated materials and arrange for interpreters if necessary.

6. **House Meetings and Assemblies:**

- **Audience:** Students and staff.
- **Method:** Use the existing HOUSE system structure to disseminate information about the SIP. Discuss SIP goals and progress during house meetings and school assemblies, engaging students and staff in the process.
- **Language Support:** Ensure that all materials and presentations are clear and age-appropriate for student understanding.

7. **Feedback Mechanisms:**

- **Audience:** All stakeholders.
- **Method:** Establish channels for stakeholders to provide feedback on the SIP, such as surveys, suggestion boxes, and dedicated email addresses. Regularly review and respond to feedback.
- **Language Support:** Make feedback mechanisms accessible in multiple languages to encourage participation from all community members.

Progress Updates:

- **Quarterly Reports:** Provide quarterly updates on SIP progress during staff meetings, in parent newsletters, and on the school website.
- **Mid-Year and End-of-Year Reviews:** Conduct comprehensive reviews of the SIP at mid-year and the end of the school year, sharing results with all stakeholders through meetings, reports, and digital communication channels.

By implementing these methods, Champion Elementary will ensure that all stakeholders are informed, engaged, and able to support the School Improvement Plan, fostering a collaborative and transparent school environment.

Champion Elementary website:

<https://champion.vcsedu.org>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Strategies for Building Relationships:

1. Regular Communication:

- **Weekly Podcast:** Host weekly podcast to keep parents and families informed about school events, student achievements, and important updates.
- **Parent-Teacher Conferences:** Schedule regular parent-teacher conferences to discuss student progress, address concerns, and set goals. Offer flexible meeting times and provide interpreters as needed.
- **Digital Platforms:** Utilize digital platforms like the school's website, social media, and FOCUS communication to share news, updates, and resources. Ensure these platforms are regularly updated and user-friendly.

2. Parent and Family Engagement Activities:

- **Open House Events:** Host open house events at the beginning of the school year to welcome families, introduce staff, and share information about the school's mission and programs.
- **Family Workshops:** Organize workshops on topics such as literacy, math, and positive parenting strategies to help parents support their child's learning at home.
- **Cultural Celebrations:** Celebrate the diverse cultures represented at Champion Elementary through multicultural events, encouraging families to share their traditions and participate in school activities.

3. Community Partnerships:

- **Local Business Collaborations:** Partner with local businesses to support school events, provide resources, and create opportunities for student learning and community service.
- **Community Organizations:** Collaborate with community organizations to offer additional support services for students and families, such as counseling, health services, and after-school programs.
- **Volunteer Opportunities:** Create opportunities for community members to volunteer at the school, such as mentoring programs, classroom helpers, and event coordinators.

4. Student Progress and Feedback:

- **Progress Reports:** Provide regular progress reports and report cards to keep parents informed about their child's academic performance and behavior. Ensure these reports

are clear and accessible.

- **Parent Portals:** Utilize parent portal where parents can access real-time information about their child’s attendance, grades, and assignments. Offer training sessions to help parents navigate the portal.
- **Feedback Mechanisms:** Establish channels for parents to provide feedback and voice concerns, such as surveys, suggestion boxes, and dedicated email addresses. Act on feedback promptly and communicate any resulting changes.

5. **Positive School Climate:**

- **Champion HOUSE System:** Leverage the Champion HOUSE system to foster a sense of community and belonging among students, staff, and families. Organize HOUSE events that involve parents and community members.
- **Recognition Programs:** Continue programs to recognize and celebrate student achievements, good attendance, and positive behavior. Involve parents in award ceremonies and other celebrations.
- **School Advisory Council:** Utilize SAC to involve parents in decision-making processes and provide a forum for discussing school policies, initiatives, and concerns.

Implementation and Monitoring:

- **Action Plans:** Develop detailed action plans for each strategy, including timelines, responsibilities, and resources needed.
- **Regular Review:** Monitor the effectiveness of these strategies through regular surveys, feedback sessions, and data analysis. Adjust plans based on feedback and changing needs.
- **Reporting Progress:** Regularly report progress to all stakeholders through newsletters, meetings, and digital platforms, ensuring transparency and accountability.

By implementing these strategies, Champion Elementary aims to build strong, positive relationships with parents, families, and community stakeholders, creating a supportive and collaborative environment that enhances student success and fulfills the school’s mission.

The Champion Elementary PFEP will be accessible on the CES website:

<https://champion.vcsedu.org>

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

Strategies to Strengthen the Academic Program:

1. Intervention and Acceleration Plan:

- **Acceleration Model:** Implement an acceleration model for the lowest performing students, providing intensive instructional support to help them achieve more than one

year of academic growth within a single school year. This will include targeted small group instruction and individualized learning plans.

- **Monitoring Progress:** Regularly assess and monitor the progress of these students, particularly black students and students with disabilities, to ensure they are meeting growth targets. Use data from formative assessments to adjust instructional strategies as needed.

2. **Gifted Resource Program:**

- **Part-Time Gifted Program:** Offer a part-time resource gifted program to challenge and engage high-performing students. This program will provide enrichment opportunities and advanced learning experiences to foster academic excellence.
- **Quality Learning Time:** Ensure that gifted students have access to high-quality learning time through differentiated instruction and specialized resources that cater to their unique learning needs.

3. **Champions Read! :**

- **School-Wide Reading Initiative:** Encourage all Champions to Read to promote a culture of reading throughout the school. Encourage consistent reading practice among all students by setting school-wide reading goals, providing access to diverse reading materials, and organizing reading-related events and activities.
- **Engagement Strategies:** Implement strategies to make reading enjoyable and rewarding, such as reading challenges, book clubs, and author visits. Monitor student participation and progress in the program to ensure it is having a positive impact on reading habits and skills.

4. **Small Group Instruction:**

- **Targeted Instruction:** Continue to focus on small group instructional routines to provide differentiated support tailored to students' specific needs. This approach will help address the diverse learning needs of all students, including those in identified subgroups.
- **Monitoring Effectiveness:** Regularly monitor the effectiveness of small group instruction by analyzing the learning outcomes of black students and students with disabilities. Use this data to refine instructional practices and ensure these students are making significant academic progress.

5. **Enriched and Accelerated Curriculum:**

- **Curriculum Enhancement:** Enrich the curriculum with engaging and challenging content that goes beyond the basics. Integrate project-based learning, Entrepreneurial activities, and arts education to provide a well-rounded educational experience.
- **Acceleration Opportunities:** Provide opportunities for acceleration in subjects where students demonstrate advanced proficiency. This may include advanced coursework, real-world problem solving, and independent study projects.

Implementation and Monitoring:

- **Professional Development:** Provide ongoing professional development for teachers on effective small group instruction, differentiation, and monitoring student progress.
- **Data-Driven Decision Making:** Use data from assessments, observations, and feedback to make informed decisions about instructional strategies and interventions.
- **Stakeholder Involvement:** Engage parents, families, and community stakeholders in supporting academic initiatives and celebrating student achievements.

By implementing these strategies, Champion Elementary aims to strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum that meets the needs of all students.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

To create a collaborative and inclusive plan that leverages the expertise, dedication, and commitment of Champion Elementary's faculty and staff to foster upward mobility and progress is the goal of this SIP and every activity, initiative and plan at Champion Elementary School.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Champion Elementary is committed to fostering the holistic development of its students by ensuring access to a range of counseling, mental health services, specialized support services, mentoring, and extracurricular activities. This multifaceted approach aims to improve students' skills outside the academic subject areas, supporting their overall well-being and personal growth.

Counseling and Mental Health Services:

1. School Counselor:

- **Individual and Small Group Goal Setting:** Our dedicated school counselor provides individual and small group sessions focused on goal setting, personal development, and strategies to help students succeed in the school setting.
- **Mental Health Protocols:** Adhering to Florida's state protocols for threat assessment and mental health, the counselor is equipped to identify and address students' mental health needs, offering timely interventions and referrals as needed.

2. Mental Health Services:

- **Collaborative Approach:** Champion Elementary collaborates with local mental health agencies to provide additional support services. This includes access to licensed mental health professionals who can offer specialized counseling and therapy.
- **Crisis Intervention:** The school has established protocols for crisis intervention, ensuring that students in immediate need receive prompt and effective support.

Specialized Support Services:

1. Small Group Instructional Practices:

- **Focused Support:** Specialized small group instruction is provided for students with disabilities and other targeted subgroups to ensure they receive the attention and tailored teaching strategies they need to thrive academically and socially.

2. Goal-Oriented Programs:

- **Individualized Plans:** Students with specific needs receive individualized support plans developed in collaboration with teachers, the school counselor, and other relevant staff, ensuring a comprehensive approach to their development.

Mentoring Services:

1. **Boys to Men Club:**

- **Role Models and Guidance:** This club provides mentoring for young boys, offering role models and guidance to help them navigate school and personal challenges, build character, and develop leadership skills.

2. **House System:**

- **Community and Support:** The Champion HOUSE system creates small, supportive communities within the larger school, fostering a sense of belonging and peer mentoring. Students within each house encourage and support each other, contributing to a positive school climate.

Extracurricular Activities:

1. **After-School Clubs:**

- **Run Club, Art Club, Safety Patrols, Entrepreneur Club, and Others:** These clubs offer students opportunities to explore interests, develop new skills, and engage in healthy, constructive activities outside of the academic curriculum. Participation in these clubs also promotes teamwork, responsibility, and creativity.

2. **Engagement and Enrichment:**

- **Diverse Opportunities:** The variety of clubs ensures that students have multiple avenues to engage with peers, pursue passions, and gain confidence in their abilities, contributing to their overall personal development.

Monitoring and Continuous Improvement:

1. **Regular Assessment:**

- **Data-Driven Decisions:** The effectiveness of counseling, mental health services, and extracurricular programs is regularly assessed through data collection and analysis. Feedback from students, parents, and staff informs ongoing improvements and adjustments.

2. **Stakeholder Involvement:**

- **Inclusive Feedback:** Champion Elementary values input from all stakeholders, including students, families, and community partners, to ensure that the support services provided are meeting the needs of the student body.

By integrating these comprehensive support services, Champion Elementary ensures that students receive the necessary resources to develop essential life skills, foster personal growth, and achieve their full potential both inside and outside the classroom.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Champion Elementary is dedicated to preparing students for postsecondary opportunities and the

workforce by integrating career and technical education programs and providing real-world learning experiences. Our comprehensive approach aims to connect classroom learning with practical applications, fostering early awareness and preparation for future careers.

School-Based Businesses:

1. Black Bear Bazaar Store:

- **Hands-On Business Experience:** The Black Bear Bazaar store is operated by students, providing them with hands-on experience in running a small business. This includes inventory management, customer service, marketing, and financial management.
- **Integration with Curriculum:** The operation of the store is linked to academic standards, ensuring that students apply their classroom learning in real-world business scenarios.

2. Champion Swag Production:

- **Entrepreneurial Skills Development:** With the grant-funded equipment, students design and produce Champion-branded merchandise. This project teaches them about design, production processes, quality control, and sales.
- **Technical Skills:** Students gain valuable technical skills in using production equipment and software, which are relevant to many modern industries.

Career Exploration Events:

1. Annual Career Fair:

- **Exposure to Diverse Careers:** The annual career fair introduces students to a wide range of professions, allowing them to interact with professionals from various fields and learn about different career paths.
- **Interactive Learning:** Students participate in hands-on activities, demonstrations, and discussions that provide insights into the skills and education required for different careers.

2. Vehicle Day for K-2nd Students:

- **Early Career Awareness:** Vehicle Day exposes younger students to career paths through the exploration of various vehicles, such as fire trucks, police cars, construction vehicles, and more.
- **Interactive Exploration:** This event encourages curiosity and engagement, helping young students understand the roles and responsibilities associated with different vehicles and the careers they represent.

Integration of Career and Technical Education:

1. Curriculum Connections:

- **Standards-Based Learning:** Career and technical education programs at Champion Elementary are designed to align with academic standards, ensuring that students gain both theoretical knowledge and practical skills.

- **Project-Based Learning:** Through projects like the Black Bear Bazaar and Champion Swag Production, students engage in project-based learning that enhances critical thinking, problem-solving, and teamwork.

2. Skill Development:

- **Technical Skills:** Students learn technical skills relevant to various industries, such as business management, marketing, design, and production. These skills are foundational for future career opportunities.
- **Soft Skills:** Participation in these programs helps students develop essential soft skills such as communication, leadership, responsibility, and collaboration.

Broadening Access to Postsecondary Opportunities:

1. Early Exposure to Career Paths:

- **Career Education Programs:** Champion Elementary integrates career education into the curriculum from an early age, helping students explore different professions and understand the educational pathways required.
- **Mentorship and Guidance:** Through interactions with professionals during career fairs and vehicle days, students receive mentorship and guidance, inspiring them to set future academic and career goals.

2. Preparation for High School and Beyond:

- **Continuity of Learning:** The skills and experiences gained at Champion Elementary lay a strong foundation for students as they transition to secondary education, where they can further explore career and technical education programs.
- **Postsecondary Credit Opportunities:** While still in elementary school, students are made aware of opportunities to earn postsecondary credits through dual enrollment programs and advanced coursework available in high school.

By providing these comprehensive programs and experiences, Champion Elementary ensures that students are well-prepared for postsecondary opportunities and the workforce. Our approach not only enhances academic learning but also equips students with the practical skills and knowledge necessary for future success.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Champion Elementary is committed to creating a positive school environment where all students can succeed academically and behaviorally. To achieve this, we implement a schoolwide tiered model to prevent and address problem behavior and provide early intervening services.

Tier 1: Universal Prevention

1. Schoolwide Expectations:

- **Behavioral Expectations:** Clearly define and communicate schoolwide behavioral expectations through the "Champion Way Expectations," which emphasize respect, responsibility, and safety.
- **Champion HOUSE System:** Leverage the HOUSE system to foster a sense of community and reinforce positive behavior through house points and recognition. This system promotes teamwork, accountability, and positive peer influence.

2. Positive Behavior Interventions and Supports (PBIS):

- **Schoolwide PBIS Program:** Implement PBIS strategies through the HOUSE system to promote positive behavior. This includes regular recognition and rewards for students demonstrating good behavior, such as "Student of the Month" awards and positive behavior tickets.
- **Classroom Management:** Provide teachers with training and resources to implement effective classroom management strategies that align with PBIS principles. This includes consistent routines, clear expectations, and positive reinforcement.

3. Social-Emotional Learning (SEL):

- **SEL Curriculum:** Integrate SEL into the daily curriculum to teach students essential skills such as empathy, emotional regulation, and conflict resolution. This helps students develop healthy relationships and cope with challenges.

4. Champions Read and Champions Write Initiatives:

- **Promoting Literacy and Expression:** Encourage students to engage in reading and writing for both academic and nonacademic gains. "Champions Read" and "Champions Write" initiatives aim to create a culture where clear and concise language is valued and practiced regularly.
- **Incorporation into Daily Activities:** Integrate reading and writing activities into daily classroom routines, library time, and after-school programs to foster a love for literacy and self-expression.

Tier 2: Targeted Interventions

1. Early Identification and Support:

- **Behavior Monitoring:** Use data from behavior tracking systems, teacher referrals, and classroom observations to identify students exhibiting early signs of problem behavior.
- **Goal Setting with School Counselor:** The school counselor works with identified students in small groups or individually to set behavior goals and develop action plans for improvement.

2. Small Group Interventions:

- **Skill-Building Groups:** Provide small group interventions focused on specific skills such as anger management, social skills, and coping strategies. These groups are facilitated by the school counselor and trained staff.
- **Mentoring Programs:** Implement mentoring programs like the "Boys to Men Club," where students receive guidance and support from positive role models.

Tier 3: Intensive Interventions

1. Individualized Support Plans:

- **Functional Behavior Assessments (FBA):** Conduct FBAs for students with persistent behavior issues to identify the underlying causes of their behavior.
- **Behavior Intervention Plans (BIP):** Develop and implement individualized BIPs based on FBA results. These plans include specific strategies and supports to address the student's unique needs.

2. Collaboration with Specialists:

- **Mental Health Services:** Collaborate with mental health professionals to provide intensive support for students with significant behavioral and emotional challenges. This may include counseling, therapy, and crisis intervention.
- **Special Education Services:** For students with disabilities, ensure that behavior interventions are integrated into their Individualized Education Programs (IEPs) and provide additional support as needed.

Early Intervening Services:

1. Proactive Identification:

- **Data Analysis:** Regularly analyze academic and behavior data to identify students at risk of developing behavior problems. Use this data to inform early intervention efforts.
- **Teacher Referrals:** Encourage teachers to refer students for early intervention services when they notice concerning behavior patterns.

2. Schoolwide Programs and Initiatives:

- **Champions Read and Champions Write:** Engage students in the "Champions Read" and "Champions Write" initiatives to promote positive engagement and reduce behavior issues related to disengagement. Reading and writing can serve as constructive outlets and promote a positive school culture.
- **After-School Clubs:** Provide a variety of after-school clubs (e.g., Run Club, Art Club, Safety Patrols, Entrepreneur Club) to keep students engaged in positive activities and reduce the likelihood of problem behavior.

Monitoring and Continuous Improvement:

1. Data Collection and Review:

- **Behavior Data:** Collect and review behavior data regularly to monitor the effectiveness of interventions and identify trends. Use this data to adjust strategies and interventions as needed.
- **Stakeholder Feedback:** Gather feedback from teachers, parents, and students to assess the impact of behavior interventions and make improvements.

2. Professional Development:

- **Ongoing Training:** Provide ongoing professional development for teachers and staff on effective behavior management techniques, PBIS, SEL, and early intervention strategies.

By implementing this comprehensive, tiered model, Champion Elementary aims to create a supportive environment that prevents and addresses problem behavior effectively. This approach ensures that all students receive the appropriate level of support to succeed academically and behaviorally while promoting a culture of literacy and self-expression through the "Champions Read" and "Champions Write" initiatives.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

Champion Elementary is committed to providing comprehensive professional learning and support activities for teachers, paraprofessionals, and other school personnel. These activities are designed to improve instruction, effectively use data from academic assessments, and recruit and retain effective teachers, particularly in high-need subjects.

Professional Learning for Instructional Improvement:

1. Ongoing Professional Development:

- **Workshops and Training Sessions:** Regularly scheduled workshops and training sessions focused on best instructional practices, differentiation, small group instruction, and the integration of technology in the classroom.
- **Curriculum Alignment:** Training on aligning lesson plans and instructional materials with Florida Benchmarks and standards to ensure consistency and rigor.

2. Data-Driven Instruction:

- **Data Analysis Training:** Professional development sessions on how to analyze and interpret academic assessment data to inform instruction. Teachers learn to use data to identify student needs, monitor progress, and adjust teaching strategies.
- **Assessment Tools:** Training on the use of formative and summative assessment tools to gather actionable data on student performance.

3. Instructional Coaching:

- **In-Class Support:** Instructional coaches provide in-class support to teachers, offering real-time feedback and modeling effective instructional strategies.
- **Collaborative Planning:** Facilitated planning sessions where teachers collaborate with coaches and peers to develop data-driven instructional plans and share best practices.

4. Social-Emotional Learning (SEL):

- **SEL Integration:** Training on integrating SEL into daily instruction to support student well-being and create a positive classroom environment. Emphasis on empathy, emotional regulation, and conflict resolution skills.

Support Activities for Paraprofessionals and Other School Personnel:

1. Role-Specific Training:

- **Paraprofessional Development:** Training sessions tailored to the specific roles of paraprofessionals, focusing on supporting small group instruction, classroom management, and assisting with assessment administration.
- **Specialized Support Staff Training:** Ongoing training for support staff, such as school counselors and special education aides, on best practices in their respective fields.

2. Collaborative Teams:

- **Professional Learning Communities (PLCs):** Establishment of PLCs where paraprofessionals and other school personnel can collaborate, share experiences, and learn from each other. Regular meetings to discuss student progress, challenges, and strategies for improvement.

Recruitment and Retention of Effective Teachers:

1. Recruitment Strategies:

- **Targeted Recruitment:** Actively recruit teachers in high-need subjects by attending job fairs, partnering with teacher preparation programs, and leveraging social media and professional networks.
- **Incentives and Benefits:** Offer competitive salaries, signing bonuses, and other incentives to attract qualified candidates. Highlight the supportive school culture and opportunities for professional growth at Champion Elementary.

2. Mentorship Programs:

- **New Teacher Mentoring:** Pair new teachers with experienced mentors who provide guidance, support, and feedback throughout their first year. Regular check-ins and mentoring sessions to help new teachers acclimate and thrive.
- **Ongoing Mentorship:** Extend mentorship opportunities to all teachers, fostering a culture of continuous learning and support.

3. Professional Growth Opportunities:

- **Leadership Development:** Provide opportunities for teachers to take on leadership roles within the school, such as leading PLCs, serving on curriculum committees, or becoming instructional coaches.
- **Advanced Certifications:** Support teachers in pursuing advanced certifications, such as National Board Certification, by offering financial assistance and study groups.

4. Positive School Culture:

- **Champion HOUSE System:** Leverage the HOUSE system to build a strong sense of community and belonging among staff. Encourage participation in house activities and events to foster camaraderie and teamwork.
- **Recognition and Celebration:** Regularly recognize and celebrate the achievements and contributions of teachers and staff through awards, newsletters, and school events.
- **Teacher Appreciation Week:** Host an extraordinary Teacher Appreciation Week that transports teachers to imaginative simulated activities, showing the highest level of

appreciation on a scale rarely seen in public education. Over the past three years, these activities have included themes such as a cruise, a shipwreck survival, and an alien spaceship rescue, creating memorable and unique experiences for the staff.

Strategies to Assist Preschool Children

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

Champion Elementary is dedicated to ensuring a smooth and successful transition for preschool children entering kindergarten. Given that Champion has a pre-K program serving both typically developing students and students with disabilities, the following strategies are designed to support these young children and their families during this critical period, fostering a positive start to their elementary education.

1. Early Engagement and Communication:

Pre-K Program Integration:

- **Pre-K to Kindergarten Alignment:** Ensure that the curriculum and routines in the pre-K program are closely aligned with those in kindergarten to provide a seamless transition for students.
- **Parent Welcome Packets:** Provide welcome packets to pre-K families that include information about the kindergarten program, readiness tips, and an overview of what to expect in the kindergarten year.

2. Kindergarten Orientation Programs:

Kindergarten Round-Up:

- **Orientation Events:** Host a "Kindergarten Round-Up" event where incoming kindergarten students and their families can tour the school, meet teachers, and participate in interactive activities designed to familiarize them with the school environment.
- **Information Sessions:** Hold informational sessions for parents to discuss the kindergarten curriculum, daily routines, and ways they can support their child's transition at home.

3. Collaboration with Early Childhood Education Programs:

Internal Collaboration:

- **Regular Communication:** Foster strong communication channels between pre-K and kindergarten teachers within Champion Elementary to share best practices and ensure alignment between pre-K and kindergarten programs.
- **Joint Professional Development:** Offer joint professional development opportunities for pre-K and kindergarten teachers to share strategies for supporting young learners and facilitating a smooth transition.

4. Transition Activities:

(New Initiative 24-25SY) Step-Up Days:

- **Transition Visits:** Organize "Step-Up Days" where pre-K children visit kindergarten

classrooms, participate in activities, and get a sense of the kindergarten routine. These visits help reduce anxiety and build excitement about starting school.

- **Buddy System:** Pair pre-K children with current kindergarten students who can act as buddies during transition visits and in the early days of kindergarten.

5. Family Involvement:

Family Workshops:

- **Transition Workshops:** Conduct workshops for families on topics such as preparing for kindergarten, developing early literacy and numeracy skills, and fostering social-emotional development.

6. Ongoing Support During Kindergarten:

Early Assessment and Intervention:

- **Initial Assessments:** Conduct early assessments at the start of the kindergarten year to identify students' strengths and areas for growth. Use this data to provide targeted support and interventions as needed.
- **Individualized Support:** Provide individualized support for students who may need additional help adjusting to the school environment or meeting academic expectations.

Parental Communication:

- **Regular Updates:** Keep parents informed about their child's progress through regular communication, including newsletters, parent-teacher conferences, and digital platforms.
- **Open-Door Policy:** Maintain an open-door policy where parents feel welcome to visit the school, observe classrooms, and communicate with teachers about their child's experience.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The review process at Champion Elementary will focus on monitoring the effectiveness of instructional practices through regular data analysis and the outcomes of our targeted subgroup populations, specifically black students and students with disabilities. By systematically collecting and analyzing performance data, we will ensure that small group instructional practices are effectively addressing the needs of all students, allowing us to make informed adjustments to improve equity and eliminate disparities in academic outcomes.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Objective: To ensure that the use of resources is effectively meeting the identified needs of black students and students with disabilities through the implementation and monitoring of small group best teaching practices, with the intent to eliminate disparities in outcomes.

Belief System and Strategy: At Champion Elementary, we believe in each teacher's ability to develop an instructional plan based on their knowledge of the students in front of them. Our focus is on monitoring the effectiveness of teaching practices through the outcomes of specific subgroup populations, rather than developing separate plans for black students or students with disabilities. This approach aims to ensure good instruction for all students.

Review Process:

1. Establish Clear Goals and Objectives:

- **Identify Needs:** Use data from assessments, attendance records, and classroom observations to identify the specific needs of black students and students with disabilities.
- **Set Objectives:** Develop clear, measurable objectives for these subgroups, focusing on academic achievement, engagement, and attendance.

2. Implementation of Small Group Instructional Practices:

- **Professional Development:** Provide ongoing professional development for teachers on effective small group instructional practices, emphasizing differentiation and strategies to support diverse learners.
- **Instructional Planning:** Empower teachers to use their knowledge of their students to create effective small group instructional plans that address the specific learning needs of all students, including those in targeted subgroups.

3. Resource Allocation:

- **General Resources:** Utilize existing school resources, such as instructional materials, technology, and teacher expertise, to support small group instruction.
- **Targeted Support:** Ensure that additional support, such as instructional aides and special education resources, is available to enhance small group instruction when necessary.

4. **Monitoring and Evaluation:**

- **Data Collection:** Collect data on student performance, engagement, and attendance through regular formative assessments, progress monitoring, and classroom observations.
- **Subgroup Analysis:** Disaggregate data to specifically analyze the progress of black students and students with disabilities. Look for trends, strengths, and areas needing improvement.

5. **Feedback and Adjustment:**

- **Teacher Collaboration:** Facilitate regular collaborative meetings where teachers can share insights, challenges, and successful strategies related to small group instruction. Encourage the use of data to inform discussions.
- **Instructional Coaching:** Provide instructional coaching to support teachers in refining their small group practices. Coaches will observe lessons, offer feedback, and model effective strategies.

6. **Continuous Improvement Cycle:**

- **Review Meetings:** Hold monthly review meetings with school leadership, instructional coaches, and teachers to discuss the progress of the targeted subgroups. Use these meetings to evaluate the effectiveness of resource allocation and instructional practices.
- **Adjustments:** Make data-driven adjustments to instructional strategies and resource allocation based on the findings from the review meetings. Ensure that any changes are promptly communicated and implemented.

7. **Stakeholder Involvement:**

- **Parent Communication:** Regularly communicate with parents of black students and students with disabilities to keep them informed of their child's progress and the support being provided. Offer opportunities for parents to provide input and feedback.
- **Community Engagement:** Engage community stakeholders, such as local businesses and organizations, to support school initiatives and provide additional resources or mentorship opportunities.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00