

The School District of Lee County

Challenger Middle School



2016-17 Schoolwide Improvement Plan

Challenger Middle School

624 TRAFALGAR PKWY, Cape Coral, FL 33991

<http://chm.leeschools.net/>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Middle School 6-8 | No | 72% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 44% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B | A* | A | A |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Lee 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Challenger Middle School

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide an exemplary education that develops critical thinking and problems skills which inspire our students to challenge their minds and charge their spirit.

b. Provide the school's vision statement.

To develop life long learners with critical thinking and problem skills.

2. School Environment

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

Challenger has created our first day of school to be a focus day where students are with their homeroom teacher all day rather than change classes. This gives teachers ample time to go over school expectations and procedures. Teachers were given a multiple intelligence survey to give the students so both the teacher and students could understand that each learner is unique. By having our students stay with one teacher all day, we are providing an opportunity for teachers and students to create a homeroom environment where the teacher is able to mentor this group and form a close relationship with his/her students. Teachers go through a preschool training where they collaborate various activities to help students get to know one another for this day. Tours are provided to highlight the various elective classes students are able to take. Lastly, an assembly led by the administration covers the importance of adhering to our mission statement and creating a school culture that supports learning. The assembly also focuses on creating school spirit. Throughout the year, teachers sponsor various sports teams and after school clubs, as well as provide academic tutoring, which allow students to be part of an environment where they are supported by both staff and other peers.

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

Challenger Middle provides a before school program where students are able to socialize, work on homework, and receive academic support from the sponsoring teacher. The program begins at 7:30 am. All students are able to partake in our free breakfast program upon arrival. Throughout the year, math labs are offered before school for both support and enrichment opportunities. At dismissal, students are able to attend a fee based program until 6pm where they have computer access for homework as well as a teacher for additional assistance. Tutoring after school is also provided by the different content area teachers. Students can also partake in sports or extracurricular clubs such as drama, art, and Odyssey of the Mind. These teams and clubs provide an atmosphere where students are able to meet and socialize with their peers and gain experience in their chosen area.

c. 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.

All teachers create a team discipline plan and consequences that is consistently enforced. The plan is covered on day one and displayed in the classroom for reference. For behavior disruptions, teachers

may send a student to the school Time Out room. The Time Out room includes support personnel who help the student refocus so they can return to class as soon as possible. All textbooks and workbooks are available in this room so there is no loss of learning for the student. Severe behavior issues are addressed through a written referral and a meeting with the grade level administrator. Parents are contacted immediately, a consequence is determined based on the district discipline plan, and any intervention necessary is discussed to prevent future incidents. Additionally, the school implemented restorative justice, a practice to keep students within classrooms and act as a processes to change behavior. This acts to limit suspensions through counseling and peer mediation. School personnel reviews the procedures and discipline at the beginning of each school year during preschool week and refer to it as needed.

d. 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.

Because of our new first day of school process, our homeroom teachers serve as mentors to our students. The class is used to build relationships in which these students form a relationship and community within this particular class. The goal is that when a student cannot satisfy their social-emotional need, they will be able to this teacher for help and guidance. If the teacher is unable to fulfill those needs, they will have the resources to give to the child (ie - refer to guidance, administration, social worker, or parent). This allows the student to self-advocate and to feel comfortable within the classroom and the school. Our hope is that as we progress through the year, the students will be able to feel comfortable with more than one teacher in the event that their social-emotional needs are not being met.

3. Early Warning Systems

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

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

Early warning indicators:

- excessive attendance or repeated attendance/tardies
- repeated minor discipline infractions (sent to Time Out or to another classroom)
- Low scores on performance assessment data or patterns of low scores from previous years
- Student is in a credit retrieval course due to failure from prior year

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 52 | 49 | 0 | 0 | 0 | 0 | 136 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 14 | 12 | 0 | 0 | 0 | 0 | 33 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 9 | 15 | 0 | 0 | 0 | 0 | 28 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 94 | 73 | 0 | 0 | 0 | 0 | 224 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 17 | 18 | 0 | 0 | 0 | 0 | 43 |

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

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system are:

1. Communication with parents through email, phone, and text (ParentLink)
2. Use of CASTLE system to help increase communication among the teachers
3. Parent teacher conference
4. Social worker contacting students with severe absentee problems
5. Having students personally track their attendance in their data folder (self-analysis)
6. Refer students to guidance counselor for emotional support
7. Before and After School tutoring for the subject area needed
8. Credit Retrieval Class to prevent students from falling further behind.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parent involvement is a priority at Challenger Middle School. We will use a variety of methods of communication in order to get the information home. Challenger holds PTO meetings, SAC meetings, Family Reading Nights, VIP Parent Nights, sporting events, and student led conferences throughout our school year. We also have a strong drama, dance, and band department which allows for students to display their artistic talents year-round. We encourage our parents and students to attend these events through communication of flyers, newsletter, outside marquee, and ParentLink. We also seek to have the local newspapers attend to highlight our talented students in the news.

2. 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.

Through our SAC, we seek out community business partners. Those wanting to be a business partner fill out a form and receive recognition through our school newsletter. Resources they provide can vary from supplies, food, and volunteer time. Twice throughout the year, the staff puts together a volunteer breakfast, where we recognize the volunteers and business partners that have worked to donate their time and resources to our school.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|----------------------|---------------------|
| Cannady, Teri | Principal |
| Curls, Aaron | Assistant Principal |
| Henkel, Jessica | Other |
| Beckman, Dawn | Teacher, K-12 |
| Woods, Winston | Assistant Principal |
| White, Rena | Teacher, K-12 |
| Sierocinski, Bethany | |
| Ruffier, Christiana | Instructional Coach |
| Green, Karen | Teacher, K-12 |

b. Duties

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

Leadership Team Members

- Department Heads (Reading, Language Arts, Math, Science, Social Studies)
- Reading Coach
- NEA Grant Contacts
- Administration

Through the use of the PDSA document, each department shares data that their subject area is currently collecting and analyzing to support their department wide goals. The goals of each department are displayed on the wall in the conference room to remind the team of their priority and to adjust as needed.

Issues or concerns involving academic obstacles are shared and problem-solved through these meetings.

Planning for future events and anticipating new initiatives are also discussed.

Creation and implementation of school-wide training (ex: preschool week, Choosing Excellence)

Information discussed in the meeting is shared school-wide through Department PLCs (3xs/month) and Staff Meetings (1x/month) by Leadership Team members.

Analysis of Plus/Deltas and OFIs is also way for the team to determine necessary change and problem-solve.

The Leadership Team members are liaisons for teachers and administration to help keep communication open to support a positive school culture that supports student achievement.

2. 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.

Through the Leadership Team and Team Leaders meetings, administration will determine resources needed to meet the highest level of student achievement. Meetings will occur weekly with each team. Administration will determine and coordinate the funds as needed (SAC approval for SIP funds). The process wall in the conference room will identify goals and current measurements in place to meet the goals (PDSA). The PDSA will be updated as needed through the Leadership Team.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Teri Cannady | Principal |
| Enrique Diaz | Parent |
| Jessica Henkel | Education Support Employee |
| Winston Woods | Principal |
| Vanessa Silva | Parent |
| Sharon Harris Klemm | Parent |
| Gina Esposito | Parent |
| Dawn Beckman | Teacher |
| Robert Higgins | Teacher |
| Melissa Stanford | Parent |
| Madelyn Kish | Parent |
| Beverly Heckey | Parent |
| Kelly Bailey | Parent |
| Margaret Blessing | Parent |
| Cara Parsons | Parent |
| Renee Duncan | Student |
| Aaron Curls | Student |
| Winston Woods | Student |

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC members reviewed the data from last year's test results in conjunction with the goals set forth by the previous year's SIP to assess gains and opportunities for improvement. Discussions were made regarding the move to the ELA model, implementation of new curriculum and standards. It was noted that it takes 3-5 years to see change once new programs have been put in place.

b. Development of this school improvement plan

Monthly meetings with the SAC team are being held at the school to establish, monitor, review, and revise the SIP as needed.

c. Preparation of the school's annual budget and plan

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

The school improvement funds will be used to address student needs in the form of supplemental instruction.

Approximately \$4,150.00 has been allocated towards this project.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|----------------------|---------------------|
| Ruffier, Christiana | Instructional Coach |
| Cannady, Teri | Principal |
| Curls, Aaron | Assistant Principal |
| Henkel, Jessica | Other |
| Woods, Winston | Assistant Principal |
| Young, Kelly | Teacher, K-12 |
| Sierocinski, Bethany | Teacher, K-12 |
| Johnson, Maria | |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. One Book, One School
2. Family Reading Night - October 20, 2016
3. Celebrate Literacy Week - January 2017
4. Million Minute Read - January 2017
5. Increase school-wide use of reading strategies: Close Reading, Mark the Text, RACE
6. Promote instruction of most common Greek and Latin Roots - ongoing throughout grade levels
7. Analogies and roots on the morning news - Daily
8. Teacher sharing of best practices and collaboration of lesson plans through weekly PLCs
9. Support the Media Center - help select books for the library
10. Battle of the Books - team sponsored by Chris Ruffier for school and district battle that highlights the 15 SSYRA books
11. Compass Learning program available for all subject areas to implement
12. ELA teachers select Compass Learning that align with other content areas current topics
13. Recognition of Million Word Readers - Media Center Wall
14. Scholastic Book Fair - October 2016
15. Patriot Reading Buddies - select ELA classes form partnership with Patriot Elementary school classes. Classes arrange to meet and have CMS students read to the elementary school students.

16. Recognition of Reading Achievement in AR and Word Count - School news, classroom, and end of the year grade level Awards Ceremony.

D. Public and Collaborative Teaching

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

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

Because of our district charge to incorporate PLCs (Professional Learning Communities) within our building, the teachers and staff at Challenger Middle are able to meet weekly to collaborate. The schedule has been adjusted from an 8 block to a 10 block schedule, so that teachers are able to meet as a grade/level and department. This has created a more positive environment amongst the staff as they do not have work outside their contract hours to fulfill this. They also have found it highly beneficial as they are able to analyze data and plan accordingly to meet the needs of all students. Each PLC documents their time by addressing the 4 critical questions and attending the calendar marked PLCs. Many teachers enjoy working together to create and share new and innovative teaching strategies with one another. The new schedule also allows for teachers to observe one another once per quarter.

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

Challenger Middle School, along with the APPLES Administrator Winston Woods, conducts a new teacher orientation. An additional orientation specifically geared at assisting new teachers in becoming more familiar with Challenger Middle School is provided by Dawn Beckman. New teachers to the profession or new to a subject area are assigned a veteran teacher as peer mentors. The mentors have satisfied the district requirements and are required to meet with their developing teacher frequently. Along with meetings, mentor teachers will do scheduled observations and submit documentation to the APPLES administrator and APPLES SharePoint site. Teachers working outside of their field provide evidence of meeting their requirements by attending In-service classes.

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

The mentoring program follows the guidelines of the Lee County School District's APPLES programs. Veteran teachers are paired with a mentee teacher within their subject area. Pairings are not forced, as we want the working relationship between mentor-mentee to be respectful and mutual. Planned mentoring activities call for weekly lesson planning discussion, formal observation planning, and the idea that the mentee should feel comfortable asking their mentor questions and that the mentor teacher will respond within an appropriate time frame.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

To be sure that the school ensures its core instructional programs are aligned to the Florida standards, all teachers are mandated to follow the district's subject/grade level academic plan. These plans are already aligned to the current Florida State Standards. Lesson plans must include the standards as well. Classroom walk-throughs and formal observations are conducted throughout the

year to determine proper alignment. Lesson plans are also checked on a weekly basis to ensure that teachers are adhering to both the academic plan and the Florida State Standards.

b. Instructional Strategies

1. 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.

Data is used daily in Challenger Middle School to provide and differentiate instruction to meet the diverse needs of students. Teachers collect data through formative assessments (short quizzes, exit slips, short response, use of responders) daily to make changes to their lessons. Students also collect data within every class to help create goal-oriented learners. Students graph their progress, reflect, and make plans for change weekly or bi-monthly (depending on how often class meets). Because of our high participation in schoolwide PLCs, teachers use the formative assessments to have discussions on what's working and what's not working. They also are able to use the data to identify which students have mastered the material and which students haven't. This helps teachers collaborate and create activities for reteaching or enrichment.

2. 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: After School Program

Minutes added to school year: 360

Students will have access to highly qualified instructor and technology in a positive learning environment.

Strategy Rationale

Students who are part of the program are able to access technology as needed and gain guidance and support in academic subject areas as needed.

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

Student attendance in the After School Program is correlated with academic student performance to determine the effectiveness.

Teachers who oversee the program in 2015-2016 are Max Buczynski, Sylvana Acebal, and Andrea Chatman. They will submit attendance records to bookkeeper, Jennifer Rabedeau, and ensure students' needs are met academically while monitoring.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Because of our multi-leveled building, we are able to separate the three grade levels - one per floor. The sixth grade remains on the first floor, seventh grade on the second floor, and eighth grade on the third floor. This keeps the students from multiple grade levels from mixing in the halls. For sixth grade students this allows them to feel safe when beginning middle school. For eighth graders, it begins to prepare them to be more responsible for high school, as their travel distance becomes farther. School wide we implement common expectations to avoid student confusion and keep discipline fair. The teachers go through a brief training during preschool week to review processes and procedures. Processes and procedures include: filling out planners, traffic patterns, use of technology and media, sending students to Time Out, etc. Consistency amongst the teachers helps supports all students during their time at Challenger.

b. College and Career Readiness

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

Strategies that Challenger Middle School uses to advance college and career awareness include:

1. Duke TIP (Talent Identification Program)
2. Offering of a wide variety of elective classes that are College and Career focused
3. Ensuring teachers are aware of and understand the various programs high schools offer to support College and Career Readiness such as:
 - International Baccalaureate
 - AICE Cambridge
 - Dual Enrollment
 - AVID
4. Creation of high school planning through Florida Choices
5. Offering of Virtual Classes to help students meet new high school graduation requirements
6. Bringing in community members to educate students in various elective classes in regards to subject and College and Career Readiness

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

Career and technical education programs available to Challenger Middle Students include:

- Personal Development and Career Planning - Blair Baxter and Tammy Greenhill
- Exploring Technology and Career - David Ernst
- School News Broadcasting - David Ernst
- Business Keyboarding - Elizabeth Ruth
- Computing for College and Career - Elizabeth Ruth
- Computing Applications for Business and Career - Elizabeth Ruth
- Lee Virtual Schools Classes - Mary Gilyard and Deborah Trust
- Culinary Arts - Blair Baxter and Tammy Greenhill

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

Academic and elective teachers work hand in hand to ensure strategies and subjects from each learning class are crossed over. For example, many elective teachers utilize the Compass Learning reading program to access articles related to their class while still implementing reading strategies. All teachers, academic and elective, are trained and expected to implement school wide strategies such as TTQA, CUCC, RARE, and other strategies that support Reading and Writing.

4. 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.

1. Ensure all students meet the necessary requirements to enter high school (school data)
2. Provide guidance as needed through counselor and teachers to educate students on various programs available in high school to support postsecondary success.
3. Provide VIP (Very Important Parent) Meetings to help inform parents of various resources and strategies that will help prepare their child for high school and postsecondary success.
4. Encourage and help students apply for programs and scholarships that support postsecondary attendance.
5. Provide programs geared towards guiding students to enter postsecondary school:
 - CROP (College Reach Out Program - sponsored by Sheryl Terepka, meets weekly)
 - Cadet Program (sponsored by Deputy Charles Warf to build leadership skills, meets monthly)

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Challenger Middle School will use results of assessments to improve individual student performance and instructional program.
- G2.** Challenger Middle will implement social, academic, and behavior supports to meet the needs of all students.
- G3.** Challenger middle will use professional development as well as recognition tools to retain highly qualified teachers.

Strategic Goals Detail

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

G1. Challenger Middle School will use results of assessments to improve individual student performance and instructional program. 1a

G082945

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 62.0 |
| ELA/Reading Gains | 60.0 |
| ELA/Reading Lowest 25% Gains | 60.0 |
| FSA Mathematics Achievement | 69.0 |
| Math Gains | 70.0 |
| Math Lowest 25% Gains | 62.0 |
| Statewide Science Assessment Achievement | 60.0 |
| Civics EOC Pass | 78.0 |

Targeted Barriers to Achieving the Goal 3

- Time to perform necessary checkpoints (assessments)
- Teacher Buy-in

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coach
- Unify
- STAR
- USA Test Prep

Plan to Monitor Progress Toward G1. 8

1. All testing resources used across all subject areas will reflect performance gains/losses for all students with a focus on the Lowest 25% learning gains.
2. Students not showing gains will have the opportunity for tutoring through SAI funding to address areas of deficiencies.
3. Students requiring additional support will have the opportunity for year-long study hall.

Person Responsible

Teri Cannady

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student assessment results will have a correlation to the tutoring sign-in sheet and/or student schedule to ensure proper remediation is occurring.

G2. Challenger Middle will implement social, academic, and behavior supports to meet the needs of all students. 1a

G082946

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 330.0 |

Targeted Barriers to Achieving the Goal 3

- Staff knowledge of restorative justice.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Restorative Justice Team
- Castle

Plan to Monitor Progress Toward G2. 8

Through the Castle ISS report.

Person Responsible

Teri Cannady

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The ISS report to show a reduction in suspension incidents as compared to the same month of the prior year.

Plan to Monitor Progress Toward G2. 8

Through the Castle ISS report.

Person Responsible

Teri Cannady

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The ISS report to show data indicating an annualized reduction in suspension incidents as compared to the prior year.

G3. Challenger middle will use professional development as well as recognition tools to retain highly qualified teachers. 1a

G082947

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------------|---------------|
| Highly Effective Teachers (VAM) | |

Targeted Barriers to Achieving the Goal 3

- Professional development is not transferred into instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Castle
- Common planning
- PLCs
- Leadership
- Personnel
- School culture

Plan to Monitor Progress Toward G3. 8

The actions plans created by grade level PLC teams, which address the professional development.

Person Responsible

Teri Cannady

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Action plans collected by administration from grade level PLC teams.

Plan to Monitor Progress Toward G3. 8

Castle reports to reflect use of teacher kudos tool.

Person Responsible

Aaron Curls

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

At least 80% of all staff utilizing the kudos tool to recognize their peers.

Plan to Monitor Progress Toward G3. 8

Challenger Charge Your Spirit emails

Person Responsible

Teri Cannady

Schedule

Monthly, from 8/26/2016 to 5/26/2017

Evidence of Completion


"Give me Five" email to recognize outstanding staff contributions.

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. Challenger Middle School will use results of assessments to improve individual student performance and instructional program. **1**

 G082945

G1.B1 Time to perform necessary checkpoints (assessments) **2**

 B219905

G1.B1.S1 Develop an assessment schedule during department PLCs to ensure testing windows are scheduled in alignment with the academic plan. **4**

 S232170

Strategy Rationale

To provide teachers the ability to pre-plan their individual testing schedule to relieve stress and ensure testing is complete within the testing window.

Action Step 1 **5**

Create a testing schedule for each department and grade level.

Person Responsible

Winston Woods

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Grade level department PLC minutes

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

Administration will join the PLCs and review minutes.

Person Responsible

Teri Cannady

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Emailed printed PLC minutes and notes to administration after each meeting.

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

PLCs to maintain student assessment data to be reviewed by administration.

Person Responsible

Teri Cannady

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Through the use of STAR, Castle, and USA Test Prep reports administration will be able to monitor fidelity of action plan.

G1.B3 Teacher Buy-in 2

B219907

G1.B3.S1 Sharing student achievement data with staff. 4

S232171

Strategy Rationale

Sharing data with staff creates buy-in by uncovering strengths and areas of improvement within each department.

Action Step 1 5

During staff meetings, Florida assessment data along with the balanced scorecard will be shared with the staff.

Person Responsible

Teri Cannady

Schedule

Quarterly, from 10/18/2016 to 5/26/2017

Evidence of Completion

Staff sign-in sheets will be used as evidence of attendance. Staff meeting dates scheduled on school-wide calendar located in the main office.

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

Create an agenda that includes "data chats" within the staff meetings.

Person Responsible

Winston Woods

Schedule

Quarterly, from 10/18/2016 to 5/26/2017

Evidence of Completion

Quarterly assessment data by each department reflecting all students with a subgroup analysis of the lower 25% achievement level.

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

Utilization of the district instructional coach, school reading coach, and data committee

Person Responsible

Aaron Curls

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Department PLCs will provide detailed plans of implementation and delivery of instruction that addresses any areas for improvement. This is to include a brief analysis of gains/losses shown by the quarterly assessment results.

G2. Challenger Middle will implement social, academic, and behavior supports to meet the needs of all students. 1

G082946

G2.B1 Staff knowledge of restorative justice. 2

B219909

G2.B1.S1 Restorative Justice Team to continue to update staff on strategies and techniques to overcome classroom discipline issues. 4

S232172

Strategy Rationale

Giving teachers additional resources allows them to utilize various techniques to meet the needs of different behavior issues in an effort to reduce suspensions and keep students within a learning environment.

Action Step 1 5

Restorative Justice team will meet as its own committee for continual professional development to be shared with the staff.

Person Responsible

Aaron Curls

Schedule

Every 3 Weeks, from 8/10/2015 to 5/26/2017

Evidence of Completion

Committee sign-in sheets and personal observation.

Action Step 2 5

Staff meeting to include restorative justice trainings.

Person Responsible

Aaron Curls

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

Meeting sign-in sheets and personal observation.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will attend each meeting to ensure that 100% of staff will participate in the training.

Person Responsible

Teri Cannady

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

In-service logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will monitor warning, lunch detention, parent contact, and other discipline reports through Castle discipline tracking.

Person Responsible

Teri Cannady

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The Castle reports will show a progression of remediation activities aimed at changing student behavior for those students not exhibiting proper school behavior.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will monitor referral reports.

Person Responsible

Aaron Curls

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Referral reports will show a reduction in ISS incidents.

G3. Challenger middle will use professional development as well as recognition tools to retain highly qualified teachers. 1

G082947

G3.B2 Professional development is not transferred into instruction 2

B219913

G3.B2.S1 Professional development presentations will be followed up during common PLCs. 4

S232175

Strategy Rationale

PLCs are an opportunity for subject areas teachers to extend the professional development time needed to properly collaborate and implement new strategies. Because PLCs are scheduled for the year, this will allow for better time management of professional development scheduling and additional opportunity for learning.

Action Step 1 5

Each grade level subject area will have PLC meeting dates scheduled for the school year.

Person Responsible

Aaron Curls

Schedule

On 8/31/2016

Evidence of Completion

PLCs dates will be reflected on the master calendar in the main office conference room.

Action Step 2 5

PLCs will follow up on professional development presented during staff meeting in their first meeting following the training.

Person Responsible

Aaron Curls

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

In-service sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration will attend grade-level PLC meetings to ensure 100% of staff is in attendance and extending the professional development training during their meeting time.

Person Responsible

Teri Cannady

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administration's personal observations

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

PLCs notes will include an action plan indicating how the new professional learning will be implemented within instruction.

Person Responsible

Aaron Curls

Schedule

Monthly, from 8/10/2016 to 5/26/2017






Evidence of Completion

PLC notes provided to administration.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|----------------|-------------------------------|--|-------------------------|
| 2017 | | | | | |
|  G3.B2.S1.A1 A297033 | Each grade level subject area will have PLC meeting dates scheduled for the school year. | Curls, Aaron | 8/10/2016 | PLCs dates will be reflected on the master calendar in the main office conference room. | 8/31/2016 one-time |
|  G1.MA1 M300609 | 1. All testing resources used across all subject areas will reflect performance gains/losses for... | Cannady, Teri | 8/10/2016 | Student assessment results will have a correlation to the tutoring sign-in sheet and/or student schedule to ensure proper remediation is occurring. | 5/26/2017 quarterly |
|  G2.MA1 M300615 | Through the Castle ISS report. | Cannady, Teri | 8/10/2016 | The ISS report to show a reduction in suspension incidents as compared to the same month of the prior year. | 5/26/2017 monthly |
|  G2.MA2 M300616 | Through the Castle ISS report. | Cannady, Teri | 8/10/2016 | The ISS report to show data indicating an annualized reduction in suspension incidents as compared to the prior year. | 5/26/2017 monthly |
|  G3.MA1 M300621 | The actions plans created by grade level PLC teams, which address the professional development. | Cannady, Teri | 8/10/2016 | Action plans collected by administration from grade level PLC teams. | 5/26/2017 weekly |
|  G3.MA2 M300622 | Castle reports to reflect use of teacher kudos tool. | Curls, Aaron | 8/10/2016 | At least 80% of all staff utilizing the kudos tool to recognize their peers. | 5/26/2017 monthly |
|  G3.MA3 M300623 | Challenger Charge Your Spirit emails | Cannady, Teri | 8/26/2016 | "Give me Five" email to recognize outstanding staff contributions. | 5/26/2017 monthly |
|  G1.B1.S1.MA1 M300605 | PLCs to maintain student assessment data to be reviewed by administration. | Cannady, Teri | 8/10/2016 | Through the use of STAR, Castle, and USA Test Prep reports administration will be able to monitor fidelity of action plan. | 5/26/2017 quarterly |
|  G1.B1.S1.MA1 M300606 | Administration will join the PLCs and review minutes. | Cannady, Teri | 8/10/2016 | Emailed printed PLC minutes and notes to administration after each meeting. | 5/26/2017 weekly |
|  G1.B1.S1.A1 A297026 | Create a testing schedule for each department and grade level. | Woods, Winston | 8/10/2016 | Grade level department PLC minutes | 5/26/2017 quarterly |
|  G1.B3.S1.MA1 M300607 | Utilization of the district instructional coach, school reading coach, and data committee | Curls, Aaron | 8/10/2016 | Department PLCs will provide detailed plans of implementation and delivery of instruction that addresses any areas for improvement. This is to include a brief analysis of gains/losses shown by the quarterly assessment results. | 5/26/2017 quarterly |
|  G1.B3.S1.MA1 M300608 | Create an agenda that includes "data chats" within the staff meetings. | Woods, Winston | 10/18/2016 | Quarterly assessment data by each department reflecting all students with a subgroup analysis of the lower 25% achievement level. | 5/26/2017 quarterly |
|  G1.B3.S1.A1 A297027 | During staff meetings, Florida assessment data along with the balanced scorecard will be shared... | Cannady, Teri | 10/18/2016 | Staff sign-in sheets will be used as evidence of attendance. Staff meeting dates scheduled on school-wide calendar located in the main office. | 5/26/2017 quarterly |
|  G2.B1.S1.MA1 M300610 | Administration will monitor warning, lunch detention, parent contact, and other discipline reports... | Cannady, Teri | 8/10/2016 | The Castle reports will show a progression of remediation activities aimed at changing student behavior for those students not exhibiting proper school behavior. | 5/26/2017 monthly |
|  G2.B1.S1.MA3 M300611 | Administration will monitor referral reports. | Curls, Aaron | 8/10/2016 | Referral reports will show a reduction in ISS incidents. | 5/26/2017 monthly |
|  G2.B1.S1.MA1 M300612 | Administration will attend each meeting to ensure that 100% of staff will participate in the... | Cannady, Teri | 8/10/2016 | In-service logs | 5/26/2017 every-3-weeks |

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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 |
|---|--|---------------|-------------------------------|--|----------------------------|
| G2.B1.S1.A1  A297028 | Restorative Justice team will meet as its own committee for continual professional development to... | Curls, Aaron | 8/10/2015 | Committee sign-in sheets and personal observation. | 5/26/2017 every-3-weeks |
| G2.B1.S1.A2  A297029 | Staff meeting to include resotorative justice trainings. | Curls, Aaron | 8/10/2016 | Meeting sign-in sheets and personal observation. | 5/26/2017 every-3-weeks |
| G3.B2.S1.MA1  M300619 | PLCs notes will include an action plan indicating how the new professional learning will be... | Curls, Aaron | 8/10/2016 | PLC notes provided to administration. | 5/26/2017 monthly |
| G3.B2.S1.MA1  M300620 | Administration will attend grade-level PLC meetings to ensure 100% of staff is in attendance and... | Cannady, Teri | 8/10/2016 | Administration's personal observations | 5/26/2017 weekly |
| G3.B2.S1.A2  A297034 | PLCs will follow up on professional development presented during staff meeting in their first... | Curls, Aaron | 8/10/2016 | In-service sign-in sheets | 5/26/2017 monthly |

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|---------------|-------------|---|---------------|
| 1 | G1.B1.S1.A1 | Create a testing schedule for each department and grade level. | \$0.00 |
| 2 | G1.B3.S1.A1 | During staff meetings, Florida assessment data along with the balanced scorecard will be shared with the staff. | \$0.00 |
| 3 | G2.B1.S1.A1 | Restorative Justice team will meet as its own committee for continual professional development to be shared with the staff. | \$0.00 |
| 4 | G2.B1.S1.A2 | Staff meeting to include resotorative justice trainings. | \$0.00 |
| 5 | G3.B2.S1.A1 | Each grade level subject area will have PLC meeting dates scheduled for the school year. | \$0.00 |
| 6 | G3.B2.S1.A2 | PLCs will follow up on professional development presented during staff meeting in their first meeting following the training. | \$0.00 |
| Total: | | | \$0.00 |