

Hernando County School District

# Challenger K 8 School Of Science And Math



2016-17 Schoolwide Improvement Plan

## Challenger K 8 School Of Science And Math

13400 ELGIN BLVD, Spring Hill, FL 34609

<https://www.hernandoschools.org/ck8>

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2015-16 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Combination School<br>KG-8                              | No                            | 41%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 28%   |

### School Grades History

| Year  | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A       | 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 was approved by the Hernando County School Board on 10/18/2016.

### 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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## Table of Contents

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|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>6</b>  |
| <b>Supportive Environment</b>   | <b>6</b>  |
| <b>Family and Community Engagement</b>  | <b>9</b>  |
| <b>Effective Leadership</b>   | <b>10</b> |
| <b>Public and Collaborative Teaching</b>                                      | <b>15</b> |
| <b>Ambitious Instruction and Learning</b>                                     | <b>16</b> |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>19</b> |
| <b>Goals Summary</b>  | <b>19</b> |
| <b>Goals Detail</b>   | <b>19</b> |
| <b>Action Plan for Improvement</b>  | <b>21</b> |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>26</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>27</b> |
| <b>Professional Development Opportunities</b>                                 | <b>27</b> |
| <b>Technical Assistance Items</b>   | <b>28</b> |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>28</b> |

## 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 K 8 School Of Science And Math

| DA Region and RED                          | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - <a href="#">Lucinda Thompson</a> | 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.

Our mission is to instill high standards of learning in our students by aligning all elements of school life to achieve educational excellence.

##### b. Provide the school's vision statement.

Ad astra per Aspera

"To the stars through hard work."

#### 2. School Environment

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

Challenger will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

For the 2016-2017 School Year all grade levels K-8 will be conducting an open house to discuss school-wide procedures and classroom practices. Parents will be able to ask individual questions and review concerns and expectations with teachers as well as the Florida Standards. Parents will be able to schedule parent/teacher conferences through the Guidance Department as well as parent/teacher RtI conferences.

CK8 has a comprehensive school counseling program which is being implemented with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers. For 2016-2017, two sections of a Social/Emotional class have been worked into the master schedule to meet the needs of our students who will benefit from learning coping skills.

In addition, cultural activities will be embedded within curriculum and daily course work (e.g., reading selections, writing prompts) etc. Professional development will be provided through-out the year to staff on increasing positive interactions with students and scheduled multicultural projects and events will take place to ensure that relationship-building is a clear priority.

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

Behavioral Assemblies will be held each nine weeks for grades 6-8 and twice per year for grades K-5. Anonymous bullying reporting boxes have been setup in three locations throughout the school for students to be able to report safety concerns as well as incidents of bullying and or harassment. Our on-site SRO conducts safety sweeps through the hallways checking on the welfare of our students

and staff. Our SRO serves lunchroom duty each day to help build relationships with our students as well as bus duty in the afternoons. Classroom guidance, anti-bullying and character education has been established through in-class lessons as scheduled by the guidance department. GMP is a group of former Challenger Alumni that come back to help support our middle school by listening to them, helping with homework and being a mentor. Middle School guidance counselors use "Zones of Regulations" and "Mind Up" curriculum with our students and deliver lessons.

Professional development will be provided on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Examples include classroom guidance and supplemental solution focused small groups counseling supports.

**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.**

Behavioral Assemblies will be held each nine weeks for grades 6-8 and twice per year for grades K-5. Challenger K8 uses a Positive Behavioral Support system that has consistent school-wide rules and expectations for all common areas within the building. Individual classrooms use their own unique positive reinforcements to establish Tier I:

C - Courteous  
H - Honest  
O - On-task  
M - Mindful  
P - Positive

All student discipline data is tracked through the USF RtI:B Database and is reviewed monthly by the school-based leadership team. Challenger's PBS Team meets monthly to review classroom data to ensure students are engaged while in class. A school-wide recognition system is in place for students who exhibit positive behavior and students receive a CHOMP Award and are recognized on the morning news for their efforts. In addition, the PBS Team organizes positive behavior reward events each nine weeks for all grade levels.

**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.**

Individual and small group counseling is provided by the certified school counselor based on student needs. "Mind Up" curriculum is utilized through the gifted classroom teachers on a weekly basis and with individual RTI behavior groups. High School students will provide mentoring on a weekly basis to select middle school students that have been identified through the problem solving process. A Check-in/Check-out system has been established with students in need of positive adult interactions and positive feedback throughout the school day. Challenger faculty and staff engage daily with identified staff (i.e. school counselor, school-based team leaders) to provide a differentiated delivery of services based on student/school need. Classroom guidance, assemblies, individual counseling and referrals to outside community resources are also utilized to help ensure the social-emotional needs of our students. We have two sections of a social emotional class in middle school for students who have been identified as needing additional support. Our community connection with SEDNET is supporting these classes and guidance counselors with curriculum, in class support and data tracking.

### 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.**

Attendance is monitored daily by individual teachers. School-wide attendance is tracked quarterly by the Guidance Department. Truancy letters are sent home to the parents of students that have 15 or more absences. Parent conferences are scheduled with the Child Study Team - CST. The importance of daily attendance is discussed along with implications of missing classroom instruction.

Early intervention necessitates the establishment of Rtl procedures at the K,1 and 2 level to identify students that are at-risk. Students are then placed into the Tier process where interventions are tailored to their individual needs.

Grade level teams established clear criteria for ELA and Math to be used in determining which students are in need of Tier II and Tier III interventions based on data.

All level 1 and 2 students are scheduled into remedial level courses and Rtl groups for Reading and Math. Students are progress monitored through DIBELS Next K-2, SuccessMaker, SRI, MobyMax, iReady, FAIR-FS , SAM Online, and on-going weekly common assessments.

An early warning system, directly related to academic progress/grades, is monitored every 4 1/2 weeks through the use of a reflective data analysis forms.

Whenever possible, alternative site-based consequences are implemented to help decrease the number of days a student misses classroom instruction. If and when students are assigned ISS they are given assignments directly related to the behavior that caused placement in ISS.

**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 | 0 | 0  | 0 | 0 | 0  | 0  | 0  | 0     |    |
| One or more suspensions         | 0           | 0 | 1 | 3 | 1  | 1 | 1 | 3  | 3 | 0 | 0  | 0  | 0  | 0     | 13 |
| Course failure in ELA or Math   | 1           | 1 | 1 | 1 | 1  | 1 | 8 | 8  | 2 | 0 | 0  | 0  | 0  | 0     | 24 |
| Level 1 on statewide assessment | 0           | 0 | 0 | 2 | 11 | 8 | 6 | 14 | 5 | 0 | 0  | 0  | 0  | 0     | 46 |
|                                 | 0           | 0 | 0 | 0 | 0  | 0 | 0 | 0  | 0 | 0 | 0  | 0  | 0  | 0     |    |

**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 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |  |

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

To improve the academic performance of students identified by the early warning system, Challenger implements the following:



- All level 1 and 2 students are scheduled into remedial level courses and Rtl groups for Reading and Math. Students are progress monitored through SuccessMaker, SRI, DIBELS Next, MobyMax, iReady, FAIR, SAM Online, and on-going weekly common assessments. The SBLT meets to discuss progress monitoring data and utilizes the MTSS process to make modifications to strategies and interventions being used.
- Attendance is monitored daily by individual teachers. School-wide attendance is tracked quarterly by the Guidance Department. Truancy letters are sent home to the parents of students that have 15 or more absences. Parent conferences are scheduled with the Child Study Team - CST. The importance of daily attendance is discussed along with implications of missing classroom instruction. Students who meet the truancy criteria are processed through district level procedures.
- An early warning system, directly related to academic progress/grades, is monitored every 4 1/2 weeks through the use of reflective data analysis forms completed by all teachers in all subjects..
- Administrators hold data chats with teachers after each progress monitoring assessment.
- Whenever possible alternative site-based consequences are implemented to help decrease the number of days a student misses classroom instruction. In some cases a daily "check-in and check-out" system is implemented to help progress monitor student success.
- Evidence-based interventions are used to close student need gaps related to our early warning system.
- Guidance counselors, administration and itinerant personnel will meet weekly to discuss individual students through the problem solving process.

## 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

Challenger K8 works at building positive relationships with families to increase involvement and communication and to keep parents informed of their child's progress through the below methods:

- All grade levels K-8 will be conducting an open house to discuss school-wide procedures and classroom practices. Parents will be able to ask individual questions and review concerns and expectations with teachers as well as the Florida Standards.
- Parents will be able to schedule parent/teacher conferences through the Guidance Department as well as parent/teacher Rtl conferences.
- School-wide communication to parents will increase through the use various social media sites including but not limited to Ed-line, Facebook, and the REMIND application.
- School-wide email is used to communicate with parents via Edline and individual teacher sites.

Student grades are uploaded once per week.

- All students are provided an agenda for home-school communication.
- Monthly PTO and SAC meetings have been combined and will be held on the same evening once a month. GAC meetings will be held monthly and free child care will be provided.
- Yearly Fall Festival hosted by Community Partners
- Established Challenger Community Partners 501(c)3
- Yearly Holiday Luncheon
- High School Transitional Meetings
- Parent Volunteer Hours (8 per family)
- Math-e-Mania
- STEAM Night
- Gifted Advisory Council (GAC) parent night
- Community Partner Movie Nights
- FCAT Science Prep Saturday boot camp
- FSA boot camp for ELA, Math, and Civics

**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.**

Challenger K8 has established its very first Challenger Community Partners 501(c)3 which works to build relationships with local businesses to raise money for various technology and curriculum needs. Since being established CP with Challenger has raised over \$60,000. Community Partners is an integral part of assisting CK8 increase their technology inventory and also funds student workbooks and STAR Reader t-shirts and rewards.

## 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               |
|---------------------|---------------------|
| Cropley, Lisa       | Principal           |
| Martin, Patty       | Assistant Principal |
| Cullum, Olivia      | Teacher, K-12       |
| Carleton, Cindy     | Teacher, K-12       |
| Longo, Deidre       | Teacher, K-12       |
| Warrell, Debbye     | Instructional Media |
| Drady, Margo        | Teacher, K-12       |
| Liberty, Megan      | Teacher, K-12       |
| Manuel, Katherine   | Teacher, K-12       |
| Maharaj, Kelly      | Teacher, K-12       |
| Toler, William      | Teacher, K-12       |
| Maiorini, Rosemarie | Assistant Principal |
| Hayden, Julia       | Teacher, ESE        |
| Bennett, Colin      | Assistant Principal |
| Franz, Nicole       | Teacher, K-12       |
| DeFilipis, Amy      | Teacher, ESE        |
| Doulk, Colleen      | Teacher, K-12       |
| Davis, Janice       | Teacher, K-12       |
| Cooper, Jayna       | Teacher, K-12       |
| Goodworth, Carli    | Teacher, K-12       |
| Holmes, Laura       | Teacher, K-12       |
| Kean, Jason         | Teacher, K-12       |
| Carlo, Lauren       | School Counselor    |
| Rosario, Leslie     | 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.**

Each member of the School Based Leadership Team (SBLT) meets on a monthly basis to analyze academic and student engagement data, monitor the implementation of SIP strategies, and engage in the steps of problem solving when progress toward identified goals is not evident or is questionable in a given area. Most teams have a representative serving on the SBLT to ensure communication and consistent implementation of strategies identified in the SIP. While the SBLT may ensure allocation of resources, the other school teams may be asked to engage in detailed problem analysis, intervention development, and intervention implementation when data are not indicative of expected gains or progress towards SIP goals.

- Administrator - Provide leadership for the team and school, ensure follow-up and appropriate allocation of resources
- Facilitator - Lead the meeting according to the agenda, ensure steps of problem solving are followed in any discussion
- Note Taker - Record discussion during the meeting and ensure all participants receive a copy of the

minutes

- Time Keeper - Keep the meeting moving according to the times allocated on the agenda, maintain focus of the meeting and reign in off-topic discussion

**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.**

Data sources and management systems used to access and analyze student data include: FAIR, SRI, DIBELS Next, Performance Matters (SAM), USF RtI:B Database, PBS, SuccessMaker, Success Tracker, Moby Max, Reflex Math, iReady, and common grade level assessments. Teachers will be compiling data reflecting common grade level assessments to be discussed in PLC to guide instruction and best practices. Challenger utilizes the USF RtI:B Database to compile behavioral data which is then discussed at SBLT meetings. TERMS reports are run bi-weekly to review attendance goals to include both absences and tardies. The guidance department will send home parent letters and schedule conferences as needed based on the data. The district social worker will coordinate Child Study Team (CST) meetings as necessary to address truancy issues.

The SBLT facilitates the overall infrastructure development and supports implementation of learning strategies for all students (Tier I strategies), as well as targeted instructional strategies (Tier II) and intensive intervention (Tier III), through scheduling and allocation of resources. The SBLT analyzes aggregate/group data at the Tier I and Tier II levels. When individual student data analysis and problem solving is necessary, a separate individual student problem solving team (e.g. parent-teacher conference subcommittee of the SBLT, specialized team, IEP team, etc.) is convened.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name               | Stakeholder Group  |
|--------------------|--------------------|
| Lisa Piesik        | Principal          |
| Debbye Warrell     | Teacher            |
| Kate Fischer       | Teacher            |
| Nicole Franz       | Teacher            |
| Betty Draper       | Parent             |
| Elizabeth Gannon   | Parent             |
| Scott Charboneau   | Parent             |
| Sadaf Sami         | Parent             |
| Michelle MacLenna  | Parent             |
| Maria Laskoski     | Business/Community |
| Lauren Laskoski    | Business/Community |
| Mike Clurman       | Parent             |
| Diane Black        | Parent             |
| Shari Robinson     | Parent             |
| Jennifer Tontini   | Parent             |
| Laine Istvan       | Teacher            |
| Shannon Sanchez    | Parent             |
| Michelle Caravello | Parent             |
| Nicole Miller      | Parent             |
| Kristi Fuller      | Parent             |
| Hillary Undestad   | Parent             |
| Nathaniel Brown    | Parent             |
| Patty Martin       | Principal          |
| Elizabeth Coniglio | Parent             |
| Rosemarie Maiorini | Principal          |

**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*

Florida Statute 24.121 (5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan
- Monies may be expended only on programs or projects selected by the School Advisory Council
- Neither School District staff nor principals may override the recommendations of the School Advisory Council

- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year
- SAC assists in the preparation, development and evaluation of the School Improvement Plan by attending and participating in School Improvement meetings in which groups of teachers, administrators and community members work collaboratively to establish year long goals and objectives

*b. Development of this school improvement plan*

The School Advisory Council (SAC) is a team of people representing various segments of the community - parents, teachers, students, administrators, support staff, business/industry people and other interested community members. SAC assisted in the preparation, development and evaluation of the School Improvement Plan by attending and participating in School Improvement meetings in which groups of teachers, administrators and community members work collaboratively to establish year long goals and objectives.

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

The role of the School Advisory Council (SAC) at Challenger is to assist the principal with the annual school budget. Additionally, SAC receives funds to be used at the discretion of the School Advisory Council. This year the School Advisory Council plans to assist funding to include but not limited to: funds to attend various training's and conferences (research based/best practices), school-wide PBS goals, FCAT & FSA boot camps, and research-based classroom resources.

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

In 2016 CK8 received \$5,059.19. These funds were used to fund activities outlined in this plan to include FCAT, FSA, and EOC boot camps.

**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               |
|---------------------|---------------------|
| Cropley, Lisa       | Principal           |
| Brockhoff, Bonnie   | Teacher, K-12       |
| Day, Katie          | Teacher, K-12       |
| Lopez, Linda        | Teacher, K-12       |
| Warrell, Debbye     | Instructional Media |
| Martin, Patty       | Assistant Principal |
| Maiorini, Rosemarie |                     |

## **b. Duties**

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

The Literacy Leadership Team supports text complexity by assisting teachers with the selection and evaluation of complex texts to use within the classroom. To do this effectively, team members must have a working knowledge of the three components of text complexity. The Literacy Leadership Team also helps to support instructional skills to improve reading comprehension by developing CIS lessons for teachers and by promoting the five guiding principles. The Literacy Leadership Team helps to promote reading throughout the school and researches various ways to promote and increase reading achievement.

The Literacy Leadership Team will promote and develop the five guiding principles:

- Make close reading and rereading of texts central to lessons
- Provide scaffolding that does not preempt or replace text
- Ask text dependent questions from a range of question types
- Emphasize students supporting answers based upon evidence from the text
- Provide extensive research and writing opportunities (claims and evidence)

## **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.**

Monthly staff meetings and leadership meetings will be held for proper dissemination of information. Each team and department will participate in bi-monthly PLC's to ensure that proper professional collaboration is taking place and that grade level and department level data is being shared. The master schedule has been designed to provide consistent time for teachers to meet by common content and/or grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Challenger Administration will work hard to recruit highly qualified teachers that are motivated and accustomed to working in a highly successful school. Administration will utilize the District HR Department to provide advice on all hiring and placement procedures. Challenger may participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants. Once hired, Challenger staff will monitor and assist all applicants in the hiring process in an effort to reduce length of hiring and increase instructional time. Teachers will be supported at all levels and on-going professional development will be provided through PLC's, grade level and department level meetings. When appropriate, professional development will also be provided in large group via faculty meetings. All new teachers to Challenger are assigned a mentor based on personality, common grade level and/or course, planning periods, exceptionalities and common responsibilities.

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

All new teachers to Challenger are assigned a mentor based on personality, common grade level and/or course, planning periods, exceptionalities and common responsibilities. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values



and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. The following is a list of planned mentoring activities that both mentor and mentee will participate in:

- Review Mentoring Log
- Lesson Plan Template Review
- Model Instruction
- Needs Assessments
- Challenger "Who's Who"
- Master Scheduling
- Various Teacher Responsibilities
- MTSS

## 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.**

Challenger creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing and math curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. The standards will identify gaps in instruction from one grade level to the next. Teachers have all of the test-item specifications from the FSA along with a list of resources and are encouraged to backwards plan starting with their weekly common assessments in both reading and math as well as teaching the standards versus the basil series. Administrators will be conducting ongoing fidelity checks to ensure that teachers are implementing the district provided curriculum maps which are aligned to the Florida 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.**

The Grade Level Teams meet on a weekly basis to analyze academic and student engagement data, monitor the implementation of SIP strategies and engage in the steps of problem solving when progress toward identified goals is not evident or is questionable in a given area. The team organizes and coordinates MTSS efforts by working closely with grade level teams, the Literacy Leadership Team, the PBS Team and other various stakeholders on campus.

Challenger's master schedule is designed to provide designated MTSS times to elementary grade levels. "Fluid Walls" are used to provide both remediation and enrichment to students within the grade level outside of the standard allocated time for reading and math. At the middle school level all students that receive a Level 1 or II on the Florida Standards Assessment Test, are scheduled into remediation periods in addition to their standard period for ELA and Math. Individual tiered services are provided to students during these times.

Challenger ensures every teacher contributes to the literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule that allows writing to be infused through-out all content areas during the day
- Providing remediation and enrichment based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering common assessments which measure instructed standards
- Monitoring progress at the class and grade level during PLC meetings
- Conducting data chats with students and teachers
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on their individual lexile levels
- Students receiving push-in/pull out services for ESE/ELL

**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:** Weekend Program

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**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**

## 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.**

All members of the Challenger staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

### 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.**

N/A

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

CAPE, Commercial Arts, etc. - need more info

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

**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.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.** All teachers will engage in professional development to learn how to implement best practices in differentiated instruction and improve instructional delivery to students using formative assessment data so that 100% of our students make the required learning gains set by the state.

## 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.** All teachers will engage in professional development to learn how to implement best practices in differentiated instruction and improve instructional delivery to students using formative assessment data so that 100% of our students make the required learning gains set by the state. 1a

G084315

**Targets Supported** 1b

| Indicator                                  | Annual Target |
|--|---------------|
| School Grade - Percentage of Points Earned | 100.0         |
| ELA/Reading Lowest 25% Gains               | 100.0         |

**Targeted Barriers to Achieving the Goal** 3

- Teachers implementing professional development in the classroom.
- ELA, Math, and Science have district designed curriculum maps that were implemented in 2015-2016 and they are still struggling to become familiar with and implement with fidelity.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Personnel
- Professional development opportunities
- Schedule
- Materials
- District Instructional Coaches

**Plan to Monitor Progress Toward G1.** 8

We will collect observation data on a monthly basis and discuss strengths and areas of concern as part of the professional development monthly cycle.

**Person Responsible**

Patty Martin

**Schedule**

Monthly, from 8/10/2016 to 6/1/2017

**Evidence of Completion**

Observation 360 reports, professional development agendas, collection of student work samples

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** All teachers will engage in professional development to learn how to implement best practices in differentiated instruction and improve instructional delivery to students using formative assessment data so that 100% of our students make the required learning gains set by the state. 1

G084315

**G1.B1** Teachers implementing professional development in the classroom. 2

B224027

**G1.B1.S1** A professional development calendar will be designed to include response and reflection time where teachers will bring work samples that show implementation of professional development to share with group and reflect upon strategy used. 4

S236411

### Strategy Rationale

Teachers need more time to collaborate and analyze data to plan for differentiated instruction.

### Action Step 1 5

Revise master schedule to accommodate for one hour per day of collaborative planning time.

#### Person Responsible

Patty Martin

#### Schedule

Daily, from 8/10/2016 to 6/1/2017

#### Evidence of Completion

Master schedule document

### Action Step 2 5

Utilize early release Wednesday's to allow for vertical planning.

#### Person Responsible

Patty Martin

#### Schedule

Monthly, from 8/31/2016 to 5/31/2017

#### Evidence of Completion

Sign-in sheets



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

Administration will participate in the professional development meetings.

**Person Responsible**

Lisa Cropley

**Schedule**

Monthly, from 8/10/2016 to 6/1/2017

**Evidence of Completion**

Weekly ERO sign-in sheets, professional development agendas, written feedback

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

Administration will collect classroom observation data specific to implementation of professional development.

**Person Responsible**

Lisa Cropley

**Schedule**

Weekly, from 8/10/2016 to 6/1/2017

**Evidence of Completion**

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

Administration will monitor level of differentiation and student engagement through classroom observations.

**Person Responsible**

Lisa Cropley

**Schedule**

Weekly, from 8/10/2016 to 6/1/2017

**Evidence of Completion**

Monthly observation data

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

Analyze progress monitoring data - iReady, FAIR-FS, SAM Math, 9 week exams

### Person Responsible

Lisa Cropley

### Schedule

Quarterly, from 8/10/2016 to 6/1/2017

### Evidence of Completion

**G1.B2** ELA, Math, and Science have district designed curriculum maps that were implemented in 2015-2016 and they are still struggling to become familiar with and implement with fidelity. 2

B224028

**G1.B2.S1** Teachers will participate in district task force groups to provide feedback and gain clarification on the district curriculum maps. 4

S236412

### Strategy Rationale

Teachers need more in depth understanding of the maps to facilitate full implementation of the instructional maps with fidelity.

### Action Step 1 5

A member from each grade/department will participate on district task forces and serve as liasons between the district and school with regard to the curriculum maps to facilitate effective implementation within the classrooms across grade levels and subject areas.

### Person Responsible

Patty Martin

### Schedule

Monthly, from 8/4/2016 to 6/1/2017

### Evidence of Completion

Agendas and minutes from district meetings as well as team/department meetings showing dissemination of information.

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

Monitor attendance at district task force meetings and meetings at school for dissemination of information

**Person Responsible**

Lisa Cropley

**Schedule**

Monthly, from 9/2/2016 to 6/1/2017

***Evidence of Completion***

Meeting agendas, written feedback, Observation data

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

Administration will conduct observations to ensure that teachers are implementing the curriculum maps with fidelity.

**Person Responsible**

Lisa Cropley





















**Schedule**

Weekly, from 9/2/2016 to 6/1/2017

***Evidence of Completion***

Observation reports, lesson plans implementing maps

## IV. Implementation Timeline

| Source  | Task, Action Step or Monitoring Activity   | Who           | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date    |
|---|--|---------------|-------------------------------|--|-----------------------|
| <b>2017</b>   |  |               |                               |  |                       |
|  G1.B1.S1.A2<br> A304935      | Utilize early release Wednesday's to allow for vertical planning.                                    | Martin, Patty | 8/31/2016                     | Sign-in sheets   | 5/31/2017<br>monthly  |
|  G1.MA1<br> M310861           | We will collect observation data on a monthly basis and discuss strengths and areas of concern as... | Martin, Patty | 8/10/2016                     | Observation 360 reports, professional development agendas, collection of student work samples                        | 6/1/2017<br>monthly   |
|  G1.B1.S1.MA1<br> M310855     | Administration will monitor level of differentiation and student engagement through classroom...     | Cropley, Lisa | 8/10/2016                     | Monthly observation data   | 6/1/2017<br>weekly    |
|  G1.B1.S1.MA4<br> M310856     | Analyze progress monitoring data - iReady, FAIR-FS, SAM Math, 9 week exams                           | Cropley, Lisa | 8/10/2016                     |  | 6/1/2017<br>quarterly |
|  G1.B1.S1.MA1<br> M310857     | Administration will participate in the professional development meetings.                            | Cropley, Lisa | 8/10/2016                     | Weekly ERO sign-in sheets, professional development agendas, written feedback  | 6/1/2017<br>monthly   |
|  G1.B1.S1.MA2<br> M310858     | Administration will collect classroom observation data specific to implementation of professional... | Cropley, Lisa | 8/10/2016                     |  | 6/1/2017<br>weekly    |
|  G1.B1.S1.A1<br> A304934     | Revise master schedule to accommodate for one hour per day of collaborative planning time.           | Martin, Patty | 8/10/2016                     | Master schedule document   | 6/1/2017<br>daily     |
|  G1.B2.S1.MA1<br> M310859 | Administration will conduct observations to ensure that teachers are implementing the curriculum...  | Cropley, Lisa | 9/2/2016                      | Observation reports, lesson plans implementing maps  | 6/1/2017<br>weekly    |
|  G1.B2.S1.MA1<br> M310860 | Monitor attendance at district task force meetings and meetings at school for dissemination of...    | Cropley, Lisa | 9/2/2016                      | Meeting agendas, written feedback, Observation data  | 6/1/2017<br>monthly   |
|  G1.B2.S1.A1<br> A304936  | A member from each grade/department will participate on district task forces and serve as liasons... | Martin, Patty | 8/4/2016                      | Agendas and minutes from district meetings as well as team/department meetings showing dissemination of information. | 6/1/2017<br>monthly   |

## V. Professional Development Opportunities

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

**G1.** All teachers will engage in professional development to learn how to implement best practices in differentiated instruction and improve instructional delivery to students using formative assessment data so that 100% of our students make the required learning gains set by the state.

**G1.B1** Teachers implementing professional development in the classroom.

**G1.B1.S1** A professional development calendar will be designed to include response and reflection time where teachers will bring work samples that show implementation of professional development to share with group and reflect upon strategy used.

### PD Opportunity 1

Utilize early release Wednesday's to allow for vertical planning.

#### Facilitator

Patty Martin

#### Participants

Instructional Staff

#### Schedule

Monthly, from 8/31/2016 to 5/31/2017

**G1.B2** ELA, Math, and Science have district designed curriculum maps that were implemented in 2015-2016 and they are still struggling to become familiar with and implement with fidelity.

**G1.B2.S1** Teachers will participate in district task force groups to provide feedback and gain clarification on the district curriculum maps.

### PD Opportunity 1

A member from each grade/department will participate on district task forces and serve as liasons between the district and school with regard to the curriculum maps to facilitate effective implementation within the classrooms across grade levels and subject areas.

#### Facilitator

District instructional coaches, teacher leaders, administration

#### Participants

grade level teams/departments

#### Schedule

Monthly, from 8/4/2016 to 6/1/2017

## 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 | Revise master schedule to accommodate for one hour per day of collaborative planning time.   | \$0.00        |
| 2             | G1.B1.S1.A2 | Utilize early release Wednesday's to allow for vertical planning.  | \$0.00        |
| 3             | G1.B2.S1.A1 | A member from each grade/department will participate on district task forces and serve as liasons between the district and school with regard to the curriculum maps to facilitate effective implementation within the classrooms across grade levels and subject areas. | \$0.00        |
| <b>Total:</b> |             |  | <b>\$0.00</b> |