



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Challenger School
5150 SE WILLOUGHBY BLVD
Stuart, FL 34997
772-219-1515
challenger.sbmc.org

School Demographics

School Type Combination School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Challenger School

Principal

Husnander Laura

School Advisory Council chair

Carolyn Forman

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Suzan Mason	School Psychologist
Alice Martin	Teacher
Lani Bartsch	Teacher
Carolyn Forman	Teacher

District-Level Information

District

Martin

Superintendent

Mrs. Laurie Gaylord

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- Carolyn Forman, Chairperson (teacher)
- Laura Husnander, Principal
- Ellis Estevez, Community
- Xavier Blatch, Community
- Quanisha Pearson, Student
- Sandra Sanders, School Health Assistant
- Waleska Orgtega, Parent

The school demographics is 50% White, 20% Black, 30% Hispanic, all students are ESE. The SAC however is 28.6% white, 28.6% Hispanic, and 42.9% Black. 58.2% of the SAC are not employees of the Martin School District.

Involvement of the SAC in the development of the SIP

The SAC met at the end of last school year to suggest proposals for initiatives for the 2013-14 school year and to review the Climate Surveys. It was discussed that there was a need for a change in the academic program to meet the needs of all learners, which includes increased parent involvement as a focus of the plan and continual work with improved programs. The plans for Interdisciplinary Units to enhance learning was also requested.

Activities of the SAC for the upcoming school year

The SAC will meet as required. The SAC will receive reports on academic programs monthly and will take responsibility for the Parent Involvement initiative.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement Funds have been designated for the iReady assessment and curriculum program @ \$900.00 and the Parent Involvement Program for \$500.00.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Husnander Laura

Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

BS in Social Sciences
 MS in Economic Development
 Certified in Social Studies 6-12, Education Leadership, Principal's Certification, Middle School Endorsed and ESOL Endorsed.

Performance Record

Grade 3--2 Students 1 White, non Hispanic, 1 White Hispanic, LY
 Reading- 50% level 2, 50% level 1
 Mathematics- 100% level 2
 Grade 4--2 students Black, Non Hispanic
 Reading--100% level 1
 Mathematics--100% level 1
 Writing 50% not scored, 50% level 1
 Grade 5-- 2 students 1 black Non Hispanic, 1 White, Non Hispanic
 Reading--100% level 1
 Mathematics--100% level 1
 Science--50% level 1, 50% level 2
 Grade 6--2 students, 1 white non Hispanic, 1 white Hispanic
 Reading--100% level 1, one student not tested
 Mathematics--100% level 1
 Grade 7--4 students, 3 White Non Hispanic, 1 White Hispanic
 Reading--25% level 3, 50% level 1, one student not tested
 Mathematics--25% level 2, 50% level 1, one student not tested
 Grade 8--2 students both White Non Hispanic
 Reading 50% Level 5, 50% level 1
 Mathematics- 50% level 1, 50% level 2
 Science-50% level 1, 50% level 1
 Writing-1 students tested, 100% level 2
 Grade 9--4 students tested, 2 students white, Non Hispanic, 2 students White, Hispanic
 Reading--25% level 2 75 % Level 1
 Grade 10--5 students, all White non Hispanic
 Reading--20% Level 2, 80% level 1
 Writing--4 students, all White non Hispanic. 25% level 3.5, 25% 3.0, 25% 2.0, 25% not scored
 Biology EOC 1 student White, Non Hispanic, Level 2
 Algebra EOC1 student White, Hispanic, Level 2
 Geometry EOC--1 Black, Non Hispanic, 100% level 1
 US History EOC 2 students, 1 White, Non Hispanic, 1 Black, Non Hispanic, 100% Level 1
 Florida Alternate Assessment Data
 Grade 8-1 student, white, Non Hispanic-- Reading-Performance Level 2, Mathematics- Performance level 2, Writing- performance level 2, Science- performance level 2.
 Grade 9-- one student, White, Non Hispanic--Reading-Performance Level 6, Mathematics- Performance level 5
 Grade 10-- one student, White Hispanic--Reading-Performance Level 6, Mathematics- Performance level 5, Writing-performance level 8

Grade 11-2 students 1 White, non Hispanic, 1 Black, Non Hispanic. Science--scores of 5 and 6 respectively.

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

11

receiving effective rating or higher

11, 100%

Highly Qualified Teachers

64%

certified in-field

7, 64%

ESOL endorsed

9, 82%

reading endorsed

1, 9%

with advanced degrees

1, 9%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

3, 27%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

8, 73%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

One teacher was hired this year by the principal. The posting for the position was identified by the course codes as well as the ESE needs. Additionally, the school was identified as a Title 1 school. Several interviews were conducted and I also approached some ESE teacher meetings to advertise the need. We were able to recruit a teacher from one of these meetings. She is presently participating in the District mentoring program and assigned a mentor on campus. She has 2 plan periods 1 is with her mentor, one is a common plan time with the faculty.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The one new teacher on campus is presently participating in the District mentoring program and assigned a mentor on campus. She has 2 plan periods 1 is with her mentor, one is a common plan time with the faculty. The common plan time is beneficial for this teacher as each day of the week is specified for meetings: Instructional PD on Monday and Wednesdays, MTSS on Tuesdays and special committees on Thursdays, Fridays are for make up if a meeting is missed. The new teacher is also a part of a secondary Teachers Professional Learning Community that meets on Friday if it is not needed for makeup training.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Challenger School will use the following process for MTSS.

-Students have daily behavior targets. Data is collected every 30 minutes and graphed daily. This data is reviewed by the MTSS team weekly (every Tuesday) and with the staff of Tykes and Teens which is contracted to provide Mental Health services on campus.

-The RtI:B database through the University of South Florida also provides data collected on behavior resulting in Office Discipline Referrals. This data is reviewed monthly with the PBIS Core Team.

-Behavioral Data is collected for Behavior Intervention Plans as needed and progress monitored through the IEP goals.

-The problem solving process during our weekly meetings can result in placement or schedule changes, but more often results in changes in instructional practices within the small group setting of each class.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Principal is responsible for executing the schedule and orders for programs related to the SIP. She also schedules the meetings and sets the agenda items for related Professional Development and training.

The School Psychologist attends the Mental Health Collaborative meetings and sets the agenda and problem solving process for MTSS at the weekly meetings of the team.

Alice Martin, teacher is responsible for leading and representing Literary Council and participating in the reading process within the problem solving portion of MTSS

Lani Bartsch, teacher is the Chairperson of the PBIS Core Team and is responsible for training and designing data collection models and reporting of progress monitoring through the student's IEP.

Carolyn Forman, teacher, leads the SAC and supports the connections and approval of programs and funding needs.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

A school calendar reminds all staff members of the scheduled meetings and purpose.

Weekly meetings of the MTSS team are held inviting the entire faculty (of 11). There is a rotation of the students assuring that all are addressed within a 6 week rotation. Problem solving questions are included on the agenda and applied to each student. At these meetings the behavior plan is reviewed and the data that has been collected on target behaviors is also reviewed.

The School improvement Plan is monitored through the monthly meetings where agenda items are set by the calendar distributed by the district. There is a report given at each meeting of status of programs and funding report.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

In Reading the data source for monitoring effectiveness is iReady instituted this year for all students assessed by FCAT at Challenger School. This is diagnostic and will cooperate with a complimentary curriculum program through the company. This data will be evaluated weekly by the teachers. There is also benchmark data evaluated three times each year on student progress on the District created Benchmark assessments.

In Mathematics, the data source for monitoring effectiveness is Stride Academy instituted this year for all students assessed by FCAT at Challenger School. This is diagnostic and will cooperate with a complimentary curriculum program through the company. This data will be evaluated weekly by the teachers. There is also benchmark data evaluated three times each year on student progress on the District created Benchmark assessments.

Science is monitored through District created Benchmark assessments three times a year.

The Writing program for all students at Challenger School is assessed and monitored through the My

Access writing program that focuses on the 5 elements of good writing. Students are given writing assignments to respond to informational text as well as literature. Reports are generated on students progress with each element of good writing.

The Point and Level System is tracked daily and accounts for attendance and success toward behavioral goals that contribute to success in academics. This system depends on attendance to maintain levels as well as progress on target goals.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Parents receive quarterly progress monitoring reports related to the student's IEP. The data from the daily Point and Level System are included in the report.

Quarterly reports from the RtI:B data base is shared with the faculty for problem solving on programs and individual goals for high intensity behavior or frequent Office Discipline Referrals for students.

The weekly MTSS meetings have the most effect on communication to parents and the faculty on changing or supporting student behavior.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,480

After school tutoring is provided and available to all students two days each week. The days are flexible to assure that any student can access the tutoring. The program can support students in mastery of concepts if they have been missed or as enrichment with our FCAT Explorer program, My Access writing program, Stride Academy or iReady.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Each of the programs listed have time and duration of use data as well as progress to show if additional time is increasing achievement.

Who is responsible for monitoring implementation of this strategy?

The principal gets attendance data in a spreadsheet from the tutors that identifies what each students was working on and the amount of work completed. This is presented for monitoring monthly but is also included and shared at the weekly MTSS meetings.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Laura Husnander	Principal
Alice Martin	Secondary Reading Teacher, Chairperson
Lani Bartsch	Elementary Reading Teacher
Patricia Beers	InD teacher
Suzan Mason	School Psychologist

How the school-based LLT functions

The Literacy Leadership Team meets monthly.

The meeting agenda includes data reporting from iReady, FCAT Explorer, My Access and Benchmark data.

Since we do not have a Media Specialist, Pat Beers has taken on the organization and maintenance of our library.

The team also has devised incentives to encourage and reward independent reading among the students.

The LLT functions to generate the whole school reading program and drives the integration of the Common Core. The LLT is also the representatives for all district level committees.

This team also devised the Interdisciplinary units for the whole school and will conduct all Professional Development on each book and related text and content area activities.

Major initiatives of the LLT

The major initiative of the LLT for this school year is the implementation of school wide Interdisciplinary units around supplemental reading. There are 5 units planned for this school year related to 5 books. Each incorporates a leveled approach for the students to improve comprehension skills including related informational text.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers of secondary students assessed by FCAT function as support facilitators in the common reading block for all students. The LLT planned all Interdisciplinary units and will train the faculty on its components, purpose, and related activities for the other content areas.

Pinnacle Grade reporting will identify the Interdisciplinary activities as they relate to the standards.

MTSS data is shared with the whole faculty so all teachers see the progress of students in reading at the weekly meetings.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Transition interviews occur for all students age 14 and older.

7 students or 44% participate in our Job Preparation program including a class that prepares them for the workforce.

All students may participate in our Gardening or Construction class if they choose.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

All secondary students take part in a 4 week career unit. The unit is conducted through the Reading class and includes: Career Cruiser-Florida Choices, Educational Planner.org which identifies the kind of learner a student is and the ability tolerate continued education. In this unit students research careers and complete interest profiles.

Strategies for improving student readiness for the public postsecondary level

All secondary students take part in a 4 week career unit. The unit is conducted through the Reading class and includes: Career Cruiser-Florida Choices, Educational Planner.org, which identifies the kind of learner a student is and the ability tolerate continued education. In this unit students research careers and complete interest profiles.

At this time we do not have students enrolled that are candidates to post secondary programs.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%		No	44%
American Indian				
Asian				
Black/African American				
Hispanic				
White	36%		No	42%
English language learners				
Students with disabilities	38%		No	44%
Economically disadvantaged	42%		No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	10%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	4%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	100%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	55%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	0%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%		No	45%
American Indian				
Asian				
Black/African American	32%		No	39%
Hispanic				
White				
English language learners				
Students with disabilities	39%		No	45%
Economically disadvantaged	44%		No	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	100%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	50%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	100%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students	0	0%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	40%	25%
Students in ninth grade with one or more absences within the first 20 days	1	50%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	2	20%	20%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	6	60%	50%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	7	70%	50%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	50%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	50%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	2	50%	100%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

CHALLENGER SCHOOL Title I, Part A Parental Involvement Plan

I, Laura Husnander, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

The school will be governed by the statutory definition of parental involvement, and will carry out

programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];

Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];

Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];

If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];

Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response:

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: *SAC will use the results of the School and Title I Parent surveys to guide the development of the Parent Involv. Plan

*Encourage increased parent attendance at Parent Teacher Conferences

*Implement services of a Home/School Liaison to increase communication with and involvement from parents.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

1 Incoming Kindergarten parents will be invited to a separate Open House event Parents will be notified at registration; newsletter will be sent to all parents with dates/times.

2 Parent/Teacher Conference Nights Four times each year parents are called personally by staff to attend our Parent Teacher Conference Nights where parents review their child's progress and ways to support learning

3 Cooperation with Tykes and Teens Family Nights Tykes and Teens a contracted support to our Mental Health Collaborative holds five family night dinners in our school to bring parents in connection with the learning environment

4 Monthly student and parent appointments with Tykes and Teens These appointments are attended by school administrators to share data on student needs and success

5 Family Photo Program A donation has provided a sitting Fee for family photos. The photos will create a family writing assignment from interviews, to paragraph writing

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

1 School Climate Surveys Admin. & parent liaison Spring 2013 survey results

2 Annual Parent Meetings Admin.& parent liaison Fall 2013-ongoing sign-in

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: *School-wide Parent and Family Night activities will be start no sooner than 5:30 PM (excluding conference nights).

*Activities and supervision will be provided for children during specific school events and activities.

*Home/School Liaison available to assist families in need of transportation to school events/meetings.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement
Timeline Evidence of Effectiveness

1 Family involvement events will be scheduled throughout the school year. Family Involvement Committee Procedures, curriculum, benchmarks Quarterly over the 2013-2014 school year Attendance rosters

2 Implement services of a parent liaison to increase communication with and involvement from parents. Parent Liaison More parent participation in curriculum and media nights SY 2013-2014 Home/School Liaison communication log book

3 Family Photo and Writing Parent Liaison More parent involvement, improved student skills in writing SY 2013-2014 Student Work and Attendance Rosters

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement
Timeline Evidence of Effectiveness

1 Volunteer Orientation for Staff Admin.; Parent liaison; volunteer coord. All subjects Fall 2013 Volunteer Records, parent participation in activities

2 Professional Developments on the Technology and writing program Admin.; Parent liaison; Writing SY 2013-14 Attendance Log

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: *Increase the number of teacher referrals for parents to use the Parent Resource Center to assist their child.

*Increase visibility of the Home/School Liaison and send flyers about the Parent Resource Center home to families. Inservice teachers in the use of prescriptions for the center.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

Timely information about the Title I programs [Section 1118(c)(4)(A)];

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and

If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: *Notify parents through newsletters.

*Use Alert Now message system to notify parents of upcoming events.

Each parent is called twice quarterly for communication about events and student progress.

*Newsletters include a Title I article with necessary information.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children).

Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: *The plan will be available on the school's website.

*A copy of the plan will be located in Parent Notebook in front office.

*Parents will be contacted and activities will be advertised.

*Home/School Liaison will contact families to increase interest and involvement in activities.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Uploaded Document

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Evaluation of the 2012-2013 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2012-2013 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 Family involvement events will be scheduled throughout the school year. 4 12 Procedures, curriculum, benchmarks

2 Implement services of a parent liaison to increase communication with and involvement from parents.

3 5 More parent participation in curriculum and media nights

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2012-2013 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

Barriers

Describe the barriers that hindered participation by parents during the 2012-2013 school year in parental involvement activities. Include the steps the school will take during the 2012-2013 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the 2011-2012 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Involvement at Conference Nights will increase by 10%	12	29%	39%
Parent Involvement in school activities will increase by 10%	3	07%	17%
All parents will participate in the literacy Family Photo program	N/A	N/A%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Parent Involvement in Literacy activities will improve by 10%.
- G2.** School wide use of the iReady for all grade levels 3-12 will provide progress monitoring and curriculum and will improve student performance on FCAT allowing teachers to target individual student skill needs. Reading proficiency will improve.
- G3.** The My Access Writing program will be used by each student in grades 4-10. The program's component of responding to literature and information text within good writing provides feedback. 50% students will score at 4.0 or higher.
- G4.** Students will improve math proficiency by 50%. The iReady program will support progress monitoring and remediation design for all students grades 3-12.
- G5.** Interdisciplinary Units will be created around Literature and Science Topics including Field Trips and experiments.
- G6.** Students will be provided specific training on social skills and communication skills. This will reduce conflicts, agitation and Office Discipline Referrals by 10%.

Goals Detail

G1. Parent Involvement in Literacy activities will improve by 10%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Parental Involvement

Resources Available to Support the Goal

- Professional family photos will be taken of each family as the basis for creating writing documents about each child's family.
- Teachers will work with Craft items for scrap book pages for each family member for literacy activities

Targeted Barriers to Achieving the Goal

- The students we serve live throughout the county and have physical disabilities making attendance at school event difficult.
- These parent nights will require volunteerism from our staff.

Plan to Monitor Progress Toward the Goal

Parent Attendance logs at each of the 5 events will indicate participation

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student writing samples, data on improvement on writing with details in the My Access program, and parent attendance logs.

G2. School wide use of the iReady for all grade levels 3-12 will provide progress monitoring and curriculum and will improve student performance on FCAT allowing teachers to target individual student skill needs. Reading proficiency will improve.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- IReady Assessment and Curriculum in reading for all students in grades 3-12.

Targeted Barriers to Achieving the Goal

- There is extensive training needs for this program and the timeline for implementation may not have the desired affect on achievement.

Plan to Monitor Progress Toward the Goal

Reports will be monitored to show progress consistent with each student's use and IEP goals

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Minutes from the meeting and reports will show student progress. The second benchmark will show student progress.

G3. The My Access Writing program will be used by each student in grades 4-10. The program's component of responding to literature and information text within good writing provides feedback. 50% students will score at 4.0 or higher.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- My Access program purchased with Title I funds
- Training for teachers of Reading/LA on the program

Targeted Barriers to Achieving the Goal

- The writing program requires typing skills that frustrate some students and impedes the feedback available until the essay can be entered.

Plan to Monitor Progress Toward the Goal

Reports from the My Access program on use and student growth

Person or Persons Responsible

E/LA teachers and Principal

Target Dates or Schedule:

Monthly at Literacy Leadership Team meetings

Evidence of Completion:

50% of students will achieve a score of 4.0 or better on FCAT Writing.

G4. Students will improve math proficiency by 50%. The iReady program will support progress monitoring and remediation design for all students grades 3-12.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- iReady provided through SAC funds

Targeted Barriers to Achieving the Goal

- The programs use may not practically be used with student in courses requiring End of Course Exams.

Plan to Monitor Progress Toward the Goal

Monitoring iReady data on growth, and use

Person or Persons Responsible

Math teachers and Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Students will show improvement on Benchmark data after the second benchmark test and 50% of students school wide will score proficient on the FCAT.

G5. Interdisciplinary Units will be created around Literature and Science Topics including Field Trips and experiments.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Title 1 funds will be used for the purchase of supplementary books and materials
- A large donation was given to fund Field Trips
- Training for the Science teacher from the district coordinator.

Targeted Barriers to Achieving the Goal

- The science teacher is Out of Field for the area of science instruction at the middle and high school levels.

Plan to Monitor Progress Toward the Goal

Benchmark testing, agenda from training and observation of lesson.

Person or Persons Responsible

Science teacher and Reading Professional Learning Community (which also functions at the Literacy Leadership Team).

Target Dates or Schedule:

Monthly

Evidence of Completion:

Meeting notes, calendar of activities, improvement on benchmark testing in the area of science.

G6. Students will be provided specific training on social skills and communication skills. This will reduce conflicts, agitation and Office Discipline Referrals by 10%.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Aggression Replacement Therapy will be added to each student's schedule through a designated Social Skills class period

Targeted Barriers to Achieving the Goal

- The social skills class requires personnel support within the school day.

Plan to Monitor Progress Toward the Goal

Data on student behavior will be presented to the faculty quarterly for additional problem solving. Individual student data will be shared weekly at MTSS meetings.

Person or Persons Responsible

PBIS Core Team for faculty presentations. Principal and School Psychologist lead MTSS

Target Dates or Schedule:

Quarterly meetings for faculty on Discipline and ART Weekly MTSS meetings for individual student progress on target goals.

Evidence of Completion:

Office Discipline Referrals will reduce by 10% by the end of the school year.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1. Parent Involvement in Literacy activities will improve by 10%.

G1.B2 These parent nights will require volunteerism from our staff.

G1.B2.S1 Teachers will be given compensatory time for these activities and the staff will be given shifts to minimize the amount of time invested

Action Step 1

Arrange for, pay for photographer and advertise the process.

Person or Persons Responsible

Principal will organize the events. A gift from a local business will cover the cost of the sitting fees

Target Dates or Schedule

September

Evidence of Completion

A schedule and flyer will be given out with the first newsletter for parents to begin signing up.

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

The number of families participating in the program will be monitored. There will be writing activities in the My Access writing program that will indicate increased response length as students engage with family interviews and family night activities

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On going

Evidence of Completion

The finished scrapbooks and the My Access writing data will show response quality and length on family related prompts compared to other prompts used that are not tied to experiences related to school activities.

Plan to Monitor Effectiveness of G1.B2.S1

My Access use data on selected topics will show students responses. Attendance logs at the parent activity nights will show participation

Person or Persons Responsible

Administration and Literacy Leadership Team

Target Dates or Schedule

On going

Evidence of Completion

There are 5 nights planned. The finished products will be individual family winter newsletters written by each child and family participating, there will be a scrapbook created in the spring semester.

G2. School wide use of the iReady for all grade levels 3-12 will provide progress monitoring and curriculum and will improve student performance on FCAT allowing teachers to target individual student skill needs. Reading proficiency will improve.

G2.B1 There is extensive training needs for this program and the timeline for implementation may not have the desired affect on achievement.

G2.B1.S2 A timeline for completion will be created

Action Step 1

Create a timeline for training and monitoring

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly Meetings

Evidence of Completion

Logs, meeting minutes, and student data

Facilitator:

Laura Husnander

Participants:

Alice Martin Lani Bartsch Suzan Mason Patricia Beers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Data from program on students growth and use

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Logs, meeting minutes, data will show student growth in reading skills.

Plan to Monitor Effectiveness of G2.B1.S2

Use data to drive instructional strategies for individual students needs.

Person or Persons Responsible

Literacy Leadership Team, Teachers

Target Dates or Schedule

Monthly monitoring by the LLT, weekly monitoring by teachers.

Evidence of Completion

Student data should indicate instructional changes that will result in higher benchmark test scores and learning gains on FACT reading assessment.

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. The My Access Writing program will be used by each student in grades 4-10. The program's component of responding to literature and information text within good writing provides feedback. 50% students will score at 4.0 or higher.

G3.B1 The writing program requires typing skills that frustrate some students and impedes the feedback available until the essay can be entered.

G3.B1.S1 Use My Access to focus students instruction on the elements of good writing and provide effective feedback for students.

Action Step 1

Purchase and train on My Access web based program for writing and responding to literature and informational text

Person or Persons Responsible

Principal, Vantage Learning will provide training for teachers.

Target Dates or Schedule

August 15, 2013

Evidence of Completion

The program will be available to all students 3-12 through their E/LA class.

Facilitator:

My Access Trainer

Participants:

E/LA teachers Alice Martin, secondary, Lani Bartcsh, elementary.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Weekly data reports on frequency of use. Student improvement data for teachers.

Person or Persons Responsible

Principal for use reports, student improvement reports monthly. These will also be shared at the Literacy Leadership Team meetings

Target Dates or Schedule

Monthly, the second Thursday of every month

Evidence of Completion

Students will show improvement in writing skills and using details to respond to literature and informational text. Writing scores will show a 50% improvement of students scoring 4.0 or better.

Plan to Monitor Effectiveness of G3.B1.S1

Data will result in changes in writing focus and skill is organization and supporting details

Person or Persons Responsible

Teachers

Target Dates or Schedule

At least one formal writing response each month

Evidence of Completion

Data reports on use and individual student data on improved writing scores using the program.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Students will improve math proficiency by 50%. The iReady program will support progress monitoring and remediation design for all students grades 3-12.

G4.B1 The programs use may not practically be used with student in courses requiring End of Course Exams.

G4.B1.S1 Math Teachers will work through their Professional Learning Community for evaluating iReady data and the curriculum response.

Action Step 1

Train teachers in iReady assessment and curriculum

Person or Persons Responsible

Math PLC

Target Dates or Schedule

on going

Evidence of Completion

Student individual data will show improvement in targeted skills.

Facilitator:

Mark Conrad

Participants:

Mark Conrad Liz Barnard

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Student Data will be shared for progress monitoring

Person or Persons Responsible

Math PLC

Target Dates or Schedule

monthly

Evidence of Completion

Student Data Reports will show individual student improvement.

Plan to Monitor Effectiveness of G4.B1.S1

Data on student use and progress with the iReady program.

Person or Persons Responsible

Math PLC

Target Dates or Schedule

Monthly

Evidence of Completion

Student Data on Benchmark assessment #2 will show student improvement on specific skills

G5. Interdisciplinary Units will be created around Literature and Science Topics including Field Trips and experiments.

G5.B1 The science teacher is Out of Field for the area of science instruction at the middle and high school levels.

G5.B1.S1 Interdisciplinary units have been purchased that coordinate with the state curriculum and the district level experiments. The units will support learning.

Action Step 1

Teachers will collaborate as a part of a PLC to work together on Interdisciplinary Units

Person or Persons Responsible

All Teachers

Target Dates or Schedule

On going

Evidence of Completion

Units and student performance data will be discussed at PLC meetings.

Action Step 2

Purchase of books and materials for experimentation within the units.

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

August -October

Evidence of Completion

The books will be used within the many lesson of the units.

Facilitator:

Alice Martin and Lani Bartsch

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Student interest surveys, evaluation of student projects and improvement on reading assessments as well as science assessments will be shared

Person or Persons Responsible

PLC

Target Dates or Schedule

Monthly

Evidence of Completion

Projects by students, surveys, improved scores on benchmark tests

Plan to Monitor Effectiveness of G5.B1.S1

Benchmark assessment in the subsections where the unit occurred

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

After the second benchmark

Evidence of Completion

Benchmark data and problem solving worksheet

G6. Students will be provided specific training on social skills and communication skills. This will reduce conflicts, agitation and Office Discipline Referrals by 10%.

G6.B1 The social skills class requires personnel support within the school day.

G6.B1.S1 The Reading block will be extended 30 minutes to accommodate the designated time for all students. The teacher of Social Skills will use the Aggression Replacement Therapy curriculum

Action Step 1

Change the master schedule to accommodate 30 minutes of Aggression Replacement Therapy within each school day.

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily as an extension of the required reading block.

Evidence of Completion

Lesson Plans will reflect the use of the ART program. The master schedule designates a class period for this program

Facilitator:

School Psychologist

Participants:

Mark Conrad, Social Skills teacher, elementary Liz Barnard, Social Skill teacher, secondary

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Student discipline data will show a reduction of Office Discipline Referrals

Person or Persons Responsible

PBIS Core Team

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Office Discipline Referrals will reduce by 10%

Plan to Monitor Effectiveness of G6.B1.S1

Student conflicts and aggressive behavior will decrease.

Person or Persons Responsible

PBIS Core Team

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Office Discipline Referrals will decrease by 10% by the end of the school year.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Challenger School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs. (This example is for Title I schools only)
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from Tykes and Teens (Contracted Mental health providers) school nurse and other school and district personnel.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. School wide use of the iReady for all grade levels 3-12 will provide progress monitoring and curriculum and will improve student performance on FCAT allowing teachers to target individual student skill needs. Reading proficiency will improve.

G2.B1 There is extensive training needs for this program and the timeline for implementation may not have the desired affect on achievement.

G2.B1.S2 A timeline for completion will be created

PD Opportunity 1

Create a timeline for training and monitoring

Facilitator

Laura Husnander

Participants

Alice Martin Lani Bartsch Suzan Mason Patricia Beers

Target Dates or Schedule

Monthly Meetings

Evidence of Completion

Logs, meeting minutes, and student data

G3. The My Access Writing program will be used by each student in grades 4-10. The program's component of responding to literature and information text within good writing provides feedback. 50% students will score at 4.0 or higher.

G3.B1 The writing program requires typing skills that frustrate some students and impedes the feedback available until the essay can be entered.

G3.B1.S1 Use My Access to focus students instruction on the elements of good writing and provide effective feedback for students.

PD Opportunity 1

Purchase and train on My Access web based program for writing and responding to literature and informational text

Facilitator

My Access Trainer

Participants

E/LA teachers Alice Martin, secondary, Lani Bartcsh, elementary.

Target Dates or Schedule

August 15, 2013

Evidence of Completion

The program will be available to all students 3-12 through their E/LA class.

G4. Students will improve math proficiency by 50%. The iReady program will support progress monitoring and remediation design for all students grades 3-12.

G4.B1 The programs use may not practically be used with student in courses requiring End of Course Exams.

G4.B1.S1 Math Teachers will work through their Professional Learning Community for evaluating iReady data and the curriculum response.

PD Opportunity 1

Train teachers in iReady assessment and curriculum

Facilitator

Mark Conrad

Participants

Mark Conrad Liz Barnard

Target Dates or Schedule

on going

Evidence of Completion

Student individual data will show improvement in targeted skills.

G5. Interdisciplinary Units will be created around Literature and Science Topics including Field Trips and experiments.

G5.B1 The science teacher is Out of Field for the area of science instruction at the middle and high school levels.

G5.B1.S1 Interdisciplinary units have been purchased that coordinate with the state curriculum and the district level experiments. The units will support learning.

PD Opportunity 1

Purchase of books and materials for experimentation within the units.

Facilitator

Alice Martin and Lani Bartsch

Participants

All teachers

Target Dates or Schedule

August -October

Evidence of Completion

The books will be used within the many lesson of the units.

G6. Students will be provided specific training on social skills and communication skills. This will reduce conflicts, agitation and Office Discipline Referrals by 10%.

G6.B1 The social skills class requires personnel support within the school day.

G6.B1.S1 The Reading block will be extended 30 minutes to accommodate the designated time for all students. The teacher of Social Skills will use the Aggression Replacement Therapy curriculum

PD Opportunity 1

Change the master schedule to accommodate 30 minutes of Aggression Replacement Therapy within each school day.

Facilitator

School Psychologist

Participants

Mark Conrad, Social Skills teacher, elementary Liz Barnard, Social Skill teacher, secondary

Target Dates or Schedule

Daily as an extension of the required reading block.

Evidence of Completion

Lesson Plans will reflect the use of the ART program. The master schedule designates a class period for this program

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Parent Involvement in Literacy activities will improve by 10%.	\$200
G3.	The My Access Writing program will be used by each student in grades 4-10. The program's component of responding to literature and information text within good writing provides feedback. 50% students will score at 4.0 or higher.	\$300
G5.	Interdisciplinary Units will be created around Literature and Science Topics including Field Trips and experiments.	\$1,250
Total		\$1,750

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
	\$0	\$0	\$0
Title 1	\$1,550	\$0	\$1,550
\$200 donation from a local business. SAC funds to support family projects.	\$0	\$200	\$200
Total	\$1,550	\$200	\$1,750

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Parent Involvement in Literacy activities will improve by 10%.

G1.B2 These parent nights will require volunteerism from our staff.

G1.B2.S1 Teachers will be given compensatory time for these activities and the staff will be given shifts to minimize the amount of time invested

Action Step 1

Arrange for, pay for photographer and advertise the process.

Resource Type

Other

Resource

A donation from a local business has provided funds for a professional photographer. Other project items will have to be funded through SAC

Funding Source

\$200 donation from a local business. SAC funds to support family projects.

Amount Needed

\$200

G2. School wide use of the iReady for all grade levels 3-12 will provide progress monitoring and curriculum and will improve student performance on FCAT allowing teachers to target individual student skill needs. Reading proficiency will improve.

G2.B1 There is extensive training needs for this program and the timeline for implementation may not have the desired affect on achievement.

G2.B1.S2 A timeline for completion will be created

Action Step 1

Create a timeline for training and monitoring

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. The My Access Writing program will be used by each student in grades 4-10. The program's component of responding to literature and information text within good writing provides feedback. 50% students will score at 4.0 or higher.

G3.B1 The writing program requires typing skills that frustrate some students and impedes the feedback available until the essay can be entered.

G3.B1.S1 Use My Access to focus students instruction on the elements of good writing and provide effective feedback for students.

Action Step 1

Purchase and train on My Access web based program for writing and responding to literature and informational text

Resource Type

Evidence-Based Program

Resource

The My Access writing program supports the elements of writing. Students and teachers can focus on each element or essay writing as a whole. Student can respond to literature or informational text in addition to open ended prompts.

Funding Source

Title 1

Amount Needed

\$300

G5. Interdisciplinary Units will be created around Literature and Science Topics including Field Trips and experiments.

G5.B1 The science teacher is Out of Field for the area of science instruction at the middle and high school levels.

G5.B1.S1 Interdisciplinary units have been purchased that coordinate with the state curriculum and the district level experiments. The units will support learning.

Action Step 2

Purchase of books and materials for experimentation within the units.

Resource Type

Evidence-Based Program

Resource

A variety of text informational and literary connected to the science topics and on many reading levels will support the topics of study.

Funding Source

Title 1

Amount Needed

\$1,250