

Challenger K 8 School Of Science And Math



2017-18 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

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 1/9/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Challenger K 8 School Of Science And Math

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 2017-2018 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 2017-2018 school year, one-third of our teachers will be implementing the mind-up curriculum with students. This curriculum teaches students how their brain works and how to recognize when they are feeling anxious, angry, etc. as well as teaching the coping strategies along with those feelings. In addition, CK8 was chosen by PACE to house a REACH program that targets at-risk girls ages 11-15. This program allows a full-time licensed counselor to be on campus and work with select students who meet the criteria. The program also includes a parental component where parents meet with the counselor either at school or in the home to offer a full wrap around service. This is expected to start by November 1, 2017.

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 all grades. 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. We have a Gifted Mentor Program (GMP) that 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 all grades. 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. The PBS Chairperson also started a student-led PBS Team so students have a voice in establishing positive behavior expectations as well as preferred rewards.

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 counselors based on student needs. "Mind Up" curriculum is utilized through the gifted classroom teachers as well as some magnet 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 students 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 a community connection with SEDNET to help support challenging students be successful in our classrooms. In addition, CK8 was chosen by PACE to house a REACH program that targets at-risk girls ages 11-15. This program allows a full-time licensed counselor to be on campus and work with select students who meet the criteria. The program also includes a parental component where parents meet with the counselor either at school or in the home to offer a full wrap around service. This is expected to start by November 1, 2017.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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, Reflex Math, SRI, MobyMax, iReady, SAM Online, and on-going common assessments both formative and summative.

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	5	8	8	8	10	7	13	20	25	0	0	0	0	104
One or more suspensions	3	1	1	3	2	1	0	1	3	0	0	0	0	15
Course failure in ELA or Math	0	0	0	0	0	1	1	1	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	2	3	12	15	3	6	0	0	0	0	41
	0	0	0	0	0	0	0	0	0	0	0	0	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	1	0	0	0	0	0	0	1

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, Relfex Math, SRI, DIBELS Next, MobyMax, iReady, SAM Online, and on-going 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 monthly data chats with teachers to discuss progress monitoring data as well as common assessment data.
- 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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, Twitter, Global Connect, 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 Family Holiday Luncheon
 - High School Transitional Meetings for ESE and Gifted students
 - Parent Volunteer Hours (8 per family)
 - STEAM Night
 - Gifted Advisory Council (GAC) parent night
 - 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 is fortunate to have the support of the Hernando County Education Foundation as our community partner. HCEF has been able to grant our school and teachers with thousands of dollars to fund classroom and school projects. In addition, Crosspoint Church has donated money to help fund our new marquee in front of the school as well as providing volunteers on an on-going basis to assist with campus beautification.

C. Effective Leadership

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
Liberty, Megan	Teacher, K-12
Manuel, Katherine	Teacher, K-12
Maiorini, Rosemarie	Assistant Principal
Hayden, Julia	Teacher, ESE
Bennett, Colin	Assistant Principal
Franz, Nicole	Teacher, K-12
DeFilipis, Amy	Teacher, ESE
Doulik, Colleen	Teacher, K-12
Davis, Janice	Teacher, K-12
Goodworth, Carli	Teacher, K-12
Holmes, Laura	Teacher, K-12
Kean, Jason	Teacher, K-12
Carlo, Lauren	School Counselor
Ehlenbeck, Leonette	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: SRI, DIBELS Next, Unify (SAM), USF RtI:B Database, PBS, SuccessMaker, 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
Debbye Warrell	Teacher
Kate Fischer	Teacher
Nicole Franz	Teacher
Betty Draper	Parent
Elizabeth Gannon	Parent
Scott Charboneau	Parent
Michelle MacLenna	Parent
Diane Black	Parent
Laine Istvan	Teacher
Michelle Caravello	Parent
Nicole Miller	Parent
Hillary Undestad	Parent
Elizabeth Coniglio	Parent
Rosemarie Maiorini	Principal
Lisa Piesik-Cropley	Principal
Tiffany Black	Parent
Liz DeCamilla	Parent
Scott Kelczewski	Parent
Laura Page	Parent
Annette Rees	Parent
Brandy Figueiroa	Parent
Michelle Diaz	Parent
Sara Chase	Parent
Katy Vasquez	Parent
Leonette Ehlenbeck	Teacher
Silvina Doherty	Parent
Betty Harper	Parent
Janea Brown	Parent
Conrad Bailey	Parent
Jayna Cooper	Parent
Leslie Stalcup	Parent
Liana Teague	Parent
Alex Umbra	Parent
Michele Waring	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 and programs such as iReady.

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

In 2017 CK8 received \$_____. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 monthly PLC's to ensure that proper professional collaboration is taking place and monthly data chats to ensure that grade level and department level data is being shared. The master schedule has been designed to provide a 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. All new teachers to Hernando County will participate in the new teacher program at the district level, RISE (refining, inspiring, supporting, educators).

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 common assessments in both reading and math as well as teaching the standards versus the basil series. Administrators will be conducting on-going fidelity checks to ensure that teachers are implementing the district provided curriculum maps which are aligned to the Florida standards. In addition, we have implemented a common board configuration for 2017-2018 so that students can easily see what they are learning for the day and know why they need to learn that particular skill. This also helps those individuals conducting walk-through's to easily see what the focus standard is for the day.

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 School Based 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 and data chats
- Conducting data chats with students, teachers, and parents
- 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. Vertical planning takes place during professional development days. Teachers have the opportunity to recommend students for advanced placement classes or remedial classes for the next year.

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, Adobe

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

Challenger K8 offers specialized Science courses to expose students to different careers in Science. We offer Marine Biology where students are responsible for setting up and maintaining aquariums. These students also have the opportunity to attend a 2-day field trip to a Marine Lab in Key West. In addition, we offer a STEM class where students are learning how to grow fruits and vegetable hydroponically. They have created a hydroponic garden and plan to deliver Science lessons to the primary grade levels through a field trip to the garden. Lastly, we offer a Zoology class where students learn about different animals and how to care for them.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** All teachers will participate in monthly collaborative planning and data chats in order to implement best practices in differentiated instruction and improve instructional delivery to students 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 participate in monthly collaborative planning and data chats in order to implement best practices in differentiated instruction and improve instructional delivery to students so that 100% of our students make the required learning gains set by the state. **1a**

 G099132

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	100.0
ELA/Reading Lowest 25% Gains	100.0

Targeted Barriers to Achieving the Goal **3**

- Time to be able to search for the appropriate academic resources to meet student needs. The district curriculum maps have many resources available, however, it takes a tremendous amount of time to search for the appropriate materials.

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

- Personnel
- 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 monthly PLC & data chat cycle.

Person Responsible

Patty Martin

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Observation 360 reports, 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

 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will participate in monthly collaborative planning and data chats in order to implement best practices in differentiated instruction and improve instructional delivery to students so that 100% of our students make the required learning gains set by the state. 1

G099132

G1.B1 Time to be able to search for the appropriate academic resources to meet student needs. The district curriculum maps have many resources available, however, it takes a tremendous amount of time to search for the appropriate materials. 2

B266887

G1.B1.S1 A calendar was created to allow for monthly PLC time and data chat time for each grade level and/or department to have facilitative planning sessions. 4

S282802

Strategy Rationale

Teachers need structured time to collaborate, analyze data, and find resources to plan for differentiated instruction.

Action Step 1 5

Revise monthly meeting calendar to incorporate time for monthly PLC's and data chats.

Person Responsible

Patty Martin

Schedule

Daily, from 8/14/2017 to 6/8/2018

Evidence of Completion

Monthly meeting schedule; sign-in sheets for meeting attendance

Action Step 2 5

Utilize the district instructional coaches to attend monthly PLC meetings to assist with standards-based planning based on best practices and differentiation

Person Responsible

Patty Martin

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Sign-in sheets; lesson plans that include differentiated activities based on student needs

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

Administration will participate in the PLC and data chat meetings.

Person Responsible

Lisa Cropley

Schedule

Monthly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Attendance sign-in sheets; meeting notes taken by administration and emailed to staff as follow up

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

Administration will collect classroom observation data specific to action plans/lesson plans developed through the PLC's & data chats

Person Responsible

Lisa Cropley

Schedule

Weekly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Observation data

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

Administration will monitor level of differentiation through classroom observations.

Person Responsible

Lisa Cropley

Schedule

Weekly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Monthly observation data

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

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

Person Responsible

Lisa Cropley








Schedule

Quarterly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Meeting notes from monthly data chat meetings that show's evidence of analyzing student data and monitoring growth.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M414666	We will collect observation data on a monthly basis and discuss strengths and areas of concern as...	Martin, Patty	8/14/2017	Observation 360 reports, collection of student work samples	6/8/2018 monthly
G1.B1.S1.MA1  M414662	Administration will monitor level of differentiation through classroom observations.	Cropley, Lisa	8/14/2017	Monthly observation data	6/8/2018 weekly
G1.B1.S1.MA4  M414663	Analyze progress monitoring data - iReady, SAM Math, SAM Science, 9 week exams	Cropley, Lisa	8/14/2017	Meeting notes from monthly data chat meetings that show's evidence of analyzing student data and monitoring growth.	6/8/2018 quarterly
G1.B1.S1.MA1  M414664	Administration will participate in the PLC and data chat meetings.	Cropley, Lisa	8/14/2017	Attendance sign-in sheets; meeting notes taken by administration and emailed to staff as follow up	6/8/2018 monthly
G1.B1.S1.MA2  M414665	Administration will collect classroom observation data specific to action plans/lesson plans...	Cropley, Lisa	8/14/2017	Observation data	6/8/2018 weekly
G1.B1.S1.A1  A381565	Revise monthly meeting calendar to incorporate time for monthly PLC's and data chats.	Martin, Patty	8/14/2017	Monthly meeting schedule; sign-in sheets for meeting attendance	6/8/2018 daily
G1.B1.S1.A2  A381566	Utilize the district instructional coaches to attend monthly PLC meetings to assist with...	Martin, Patty	8/14/2017	Sign-in sheets; lesson plans that include differentiated activities based on student needs	6/8/2018 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 participate in monthly collaborative planning and data chats in order to implement best practices in differentiated instruction and improve instructional delivery to students so that 100% of our students make the required learning gains set by the state.

G1.B1 Time to be able to search for the appropriate academic resources to meet student needs. The district curriculum maps have many resources available, however, it takes a tremendous amount of time to search for the appropriate materials.

G1.B1.S1 A calendar was created to allow for monthly PLC time and data chat time for each grade level and/or department to have facilitative planning sessions.

PD Opportunity 1

Utilize the district instructional coaches to attend monthly PLC meetings to assist with standards-based planning based on best practices and differentiation

Facilitator

Patty Martin; District Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 6/8/2018

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 monthly meeting calendar to incorporate time for monthly PLC's and data chats.	\$0.00
2	G1.B1.S1.A2	Utilize the district instructional coaches to attend monthly PLC meetings to assist with standards-based planning based on best practices and differentiation	\$0.00
Total:			\$0.00