2013-2014 SCHOOL IMPROVEMENT PLAN

Challenger Middle School

624 TRAFALGAR PKWY
Cape Coral, FL 33991
239-242-4341
http://chm.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	62%

Alternative/ESE Center	Charter School	Minority Rate
No	No	36%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	A	A

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 Middle School

Principal
Teri Cannady

School Advisory Council chair
John Holik

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

Name	Title
Alex Dworzanski	Assistant Principal
Jessica Henkel	Assistant Principal

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
10/22/2013

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

Teri Cannaday-Principal, Jessica Henkel -Asssistant Principal, John Holik- SIP Coordinator, Kevin Sparks-S.R.O./parent, Parents: Rachelle Rose- Business Partner, Michelle Dupre, Lorraine Mason, David Garratt-Business Partner, Karla Avery, Franklin Vargas, Jerry Jones, Wilber Hernandez, Tara Snyder, Enrique Diaz, Marcia Sund, Tina Johnston

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC team will consider teacher recommended areas for school improvement, review existing data, set goals, and identify available resources and barriers surrounding each goal. The team will then brainstorm strategies, considering school staff and administrative suggestions. The SAC team, with the guidance of the SIP Coordinator, will monitor the progress towards the goal and revise the SIP as needed.

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

The school improvement funds will be used to address student needs in the form of supplemental instruction.
Apromiamtely $4,150.00 has been allocated towards this project.

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
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Teri Cannady		
Principal	Years as Administrator: 18	Years at Current School: 8

Credentials	Masters Degree in Educational Leadership
Performance Record	Highly Effective

Jessica Henkel		
Asst Principal	Years as Administrator: 0	Years at Current School: 6

Credentials	Masters Degree in Educational Leadership
Performance Record	Effective

Alex Dworzanski		
Asst Principal	Years as Administrator: 10	Years at Current School: 1

Credentials	Masters in Educational Leadership, Specialist Degree
Performance Record	Effective

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Melissa Binsfeld		
Full-time / School-based	Years as Coach: 0	Years at Current School: 6

Areas	Reading/Literacy
Credentials	Masters in Curriculum and Instruction National Board Certification & Reading Endorsement BS in Education
Performance Record	Highly Effective

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

61

 # receiving effective rating or higher

55, 90%

 # Highly Qualified Teachers

98%

 # certified in-field

61, 100%

 # ESOL endorsed

22, 36%

 # reading endorsed

14, 23%

 # with advanced degrees

26, 43%

 # National Board Certified

6, 10%

 # first-year teachers

3, 5%

 # with 1-5 years of experience

7, 11%

 # with 6-14 years of experience

29, 48%

 # with 15 or more years of experience

22, 36%

Education Paraprofessionals

# of paraprofessionals

15

 # Highly Qualified

15, 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

Challenger Middle School, along with the APPLES Adminisitartor Jessica Henkel, conducts a new teacher orientaion. An additional orientation specifically geared at assiting new teachers in becoming more familiar with Challenger Middle School is provided by Lisa Gumm. New teachers to the profession or new to a subject area are assigned a veteran teacher as peer mentors.

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

Veteran teacher Janice Hessney (Reading/Language Arts) will mentor new teacher Meagan Lenard (Fine Arts) because of her strong instuctional skills and knowledge of the school wide reading initiative. Michael Fauquher (Social Studies) Department Head will mentor new teacher, Adibola Adigun (social studies). Karen Green, 2013 Golden Apple math teacher, will mentor new teacher, April Williamson, as they both teach at-risk students.

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

The MTSS Problem-Solving team at Challenger Middle School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further

support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

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

Classroom Teacher
Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
* Attend MTSS Team meetings to collaborate on & monitor students who are struggling
* Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
* Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
* Attend MTSS Team meetings
* Train teachers in interventions, progress monitoring, differentiated instruction
* Implement supplemental and intensive interventions
* Keep progress monitoring notes & anecdotals of interventions implemented
* Administer screenings
* Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
* Attend MTSS Team meetings for students receiving supplemental and intensive supports.
* Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
* Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
* Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
* Facilitate implementation of the MTSS problem-solving process in your building
* Provide or coordinate valuable and continuous professional development
* Assign paraprofessionals to support MTSS implementation when possible
* Attend MTSS Team meetings to be active in the MTSS change process
* Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
* Schedule and attend MTSS Team meetings
* Maintain log of all students involved in the MTSS process
* Send parent invites
* Complete necessary MTSS forms
* Conduct social-developmental history interviews when requested
School Psychologist
* Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
* Monitor data collection process for fidelity
* Review & interpret progress monitoring data
* Collaborate with MTSS Team on effective instruction & specific interventions
* Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions ESE
Teacher/Staffing Specialist
* Consult with MTSS Team regarding intensive interventions
* Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
* Consult with MTSS Team

* Provide staff trainings Social Worker
* Attend MTSS Team meetings when requested
* Conduct social-developmental history interviews and share with MTSS Team ESOL/ELL Representative
* Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
* Conduct language screenings and assessments
* Provide ELL interventions at all tiers

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

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

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: 360

Students wil have access to highly qualified instuctor and technology in a positive learning environment.

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

Lisa Gumm

Literacy Leadership Team (LLT)

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

Name	Title
Elizabeth Ruth	Teacher
Amy Pontius	Teacher
Allison Johnson	Teacher
Barbara Rebeor	Teacher
Brenda Webb	Teacher
Megan Howard	Teacher
Dave Ernst	Teacher
Kathy Donelan	Teacher
Jennifer Oliver	Teacher
Melissa Binsfeld	Reading Coach,Teacher
Lisa Perrault	Teacher
Malik Adigun	Teacher
Dawn Beckman	Teacher
Diane Ford	Teacher
Kelly Young	Teacher
Jessica Henkel	Administrator
Teri Cannady	Administrator
Michelle Hamstra	Teacher
Deb Trust	Guidance Counselor
Candi Carmany	Guidance Counselor

How the school-based LLT functions

The Reading Leadership Committee meets once a month to determine literacy needs within our school based on current student achievement and professional development needs. We adopt, introduce, model annual school wide best practice reading strategies, plan and implement school wide literacy events that include parents and community resources, promote school wide Greek and Latin root instruction and critical thinking skills through the morning news program.

Major initiatives of the LLT

One Book, One School
Family Reading Night
Celebrate Literacy Week
Implement another school wide reading strategy
Promote instruction of most common Greek and Latin Roots
Daily analogies and roots on the morning news
Collegial sharing of Best Practices

Every Teacher Contributes to Reading Instruction

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

Teachers analyze data and identify our students who score in the lowest 25% . These students are targeted for differentiated instruction in Reading classes. Students who score a level one on FCAT are placed in Intensive Reading classes. Students scoring a Level 2 on FCAT are placed in intensive reading classes if they have decoding issues. Differentiated instruction includes small group rotations, one-on-one intervention, and after school study groups.

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	71%	67%	No	74%
American Indian				
Asian				
Black/African American	49%	53%	Yes	54%
Hispanic	68%	62%	No	71%
White	74%	70%	No	77%
English language learners	34%	22%	No	41%
Students with disabilities	36%	25%	No	42%
Economically disadvantaged	65%	61%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	288	27%	30%
Students scoring at or above Achievement Level 4	410	38%	41%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	788	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	194	72%	75%

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)	15	77%	80%
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]*		31%
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]*		30%

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	231	69%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	69%	No	74%
American Indian				
Asian				
Black/African American	47%	61%	Yes	52%
Hispanic	63%	62%	No	67%
White	76%	72%	No	78%
English language learners	44%	42%	No	50%
Students with disabilities	38%	33%	No	44%
Economically disadvantaged	64%	63%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	343	32%	35%
Students scoring at or above Achievement Level 4	372	35%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	810	75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	180	67%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	126	31%	48%
Middle school performance on high school EOC and industry certifications	63	49%	52%

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	71%		No	74%
American Indian				
Asian				
Black/African American	47%		No	52%
Hispanic	63%		No	67%
White	76%		No	78%
English language learners	44%		No	50%
Students with disabilities	38%		No	44%
Economically disadvantaged	64%		No	68%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	48%	47%
Students scoring at or above Achievement Level 4	63	50%	53%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	30%	33%
Students scoring at or above Achievement Level 4	100	28%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

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)	40		43
Participation in STEM-related experiences provided for students	575	54%	57%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	60	6%	10%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	103	10%	13%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	70	100%	100%
Passing rate (%) for students who take CTE industry certification exams		97%	100%
CTE program concentrators	70	100%	100%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	85	8%	5%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	59	5%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	32	3%	1%

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

Parent involvement is a priority at Challenger Middle School. We will use a variety of methods of communucation in order to get the information home. Challenger holds PTO meetings, SACmeetings, Family Reading, VIP Parent Nights, sporting events, and student led conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Student Led Conferences	756	70%	73%

Goals Summary

G1. All teachers will ensure student achievement through the use of Professional Learning Communities (PLC) where best practices are identified, modeled, and implemented in a culture that values the synergistic benefits of shared strengths.

G2. In the 2013-14 school year, at least 70% percent of math students in the lowest 25% will make learning gains.

G3. In 2012-13 69% of students met or exceeded the standard in writing as measured by the writing FCAT. In 2013-14, 72% will meet or exceed the standard.

Goals Detail

G1. All teachers will ensure student achievement through the use of Professional Learning Communities (PLC) where best practices are identified, modeled, and implemented in a culture that values the synergistic benefits of shared strengths.

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

- Professional Learning Communities in the form of 1) bi-monthly departments 2) monthly staff meetings 3) committee meetings 3a) data teams 3b) reading leadership 3c) student rewards commitee

Targeted Barriers to Achieving the Goal

- New teachers

Plan to Monitor Progress Toward the Goal

Administrative check-ins with new teacher and peer mentor

Person or Persons Responsible

Jessica Henkel

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

emails

G2. In the 2013-14 school year, at least 70% percent of math students in the lowest 25% will make learning gains.

Targets Supported

Resources Available to Support the Goal

- 1. Support staff teacher hired especially to aide in co-taught classrooms .
- 2. Before and after-school tutoring by certified math teachers.
- 3. Morning/before-school math in the computer lab for students who have been identified as having needs in the area of computation.
- 4. Summer math camp -held previous to the 2013-2014 school year as a proactive strategy to better prepare rising 6th grade students who were identified by their elementary school teachers as having a need for additional math instruction.
- 5. Before and after-school detention for students who repeatedly neglect homework responsibilties.

Targeted Barriers to Achieving the Goal

- Poor class behavior
- Poor class attendance
- Irregular homework completion

Plan to Monitor Progress Toward the Goal

Students who attend math tutoring will demonstrate and improvement in math.

Person or Persons Responsible

Math teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Teacher notes and grade book

G3. In 2012-13 69% of students met or exceeded the standard in writing as measured by the writing FCAT. In 2013-14, 72% will meet or exceed the standard.

Targets Supported

- Writing

Resources Available to Support the Goal

- ELA model

- Teen-Biz

- Visit to Cypress Middle School

- Model of Edge Rotation

- After school writing enrichment program

Targeted Barriers to Achieving the Goal

- This is the first year that we are implementing the ELA model.

- Student who need additional help with writing

Plan to Monitor Progress Toward the Goal

Challenger Writes

Person or Persons Responsible

All grade levels

Target Dates or Schedule:

2-3 times a year

Evidence of Completion:

Challenger Writes Results

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will ensure student achievement through the use of Professional Learning Communities (PLC) where best practices are identified, modeled, and implemented in a culture that values the synergistic benefits of shared strengths.

G1.B1 New teachers

G1.B1.S1 Assign a peer-mentor to new teachers at the school.

Action Step 1

Assign peer mentor

Person or Persons Responsible

Jessica Henkel -Assistant Principal

Target Dates or Schedule

No later than August 14

Evidence of Completion

Peer Mentor list

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

Are the peer mentors and new teachers aware that they have been asigned.

Person or Persons Responsible

Jessica Henkel -Assistant Principal

Target Dates or Schedule

August 15

Evidence of Completion

emails

Plan to Monitor Effectiveness of G1.B1.S1

The establishment of working relationships for new teacher and their peer mentors.

Person or Persons Responsible

Jessica Henkel

Target Dates or Schedule

August 30

Evidence of Completion

Emails

G1.B1.S2 Provide avenues for focused discussions regarding individual strengths and needs

Action Step 1

Peer mentors and new teachers or teachers who are teaching a new curricular area will communicate frequently.

Person or Persons Responsible

Peer mentors and new teachers or teachers who are teaching a new curricular

Target Dates or Schedule

At least once per week

Evidence of Completion

emails, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Adminstrative follow up of peer-mentoring

Person or Persons Responsible

Jessica Henkel

Target Dates or Schedule

ongoing

Evidence of Completion

email, sign in sheet

Plan to Monitor Effectiveness of G1.B1.S2

Peer mentors and new teachers or teachers who are teaching a new curricular will be provided a feedback from quarterly to communicate the efectiveness and offer suggestions regarding the peer mentor program.

Person or Persons Responsible

Peer mentors and new teachers or teachers who are teaching a new curricular, Jessica Henkel

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed feeback forms

G2. In the 2013-14 school year, at least 70% percent of math students in the lowest 25% will make learning gains.

G2.B1 Poor class behavior

G2.B1.S1 Incentives for students who demonstrate positive classroom behavior consistently.

Action Step 1

Rewards Day

Person or Persons Responsible

All students who have not recieved a behavior referall

Target Dates or Schedule

Quarterly

Evidence of Completion

Pictures from rewards days

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

Identification of students who earn rewards days

Person or Persons Responsible

Classroom teachers, leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

List of students

Plan to Monitor Effectiveness of G2.B1.S1

Reduction of students missing repeated rewards days

Person or Persons Responsible

Teachers and school leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline report

G2.B1.S3 Whiteboards that students can display their work on and share with the teacher from their seat.

Action Step 1

Implement the use of student whiteboards in all math classes to increase time on task

Person or Persons Responsible

Administrative team

Target Dates or Schedule

1st Quarter

Evidence of Completion

Purchase of whiteboards, ddry erarse markers, and erasers

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

Distribution and use of whiteboards in classes

Person or Persons Responsible

Math teachers

Target Dates or Schedule

2nd quarter

Evidence of Completion

Observation of whiteboard use in classes

Plan to Monitor Effectiveness of G2.B1.S3

Increased student participation

Person or Persons Responsible

Math teachers

Target Dates or Schedule

3rd quarter

Evidence of Completion

Teacher reports

G2.B2 Poor class attendance

G2.B2.S1 Early identification by homeroom and team teachers of students with evelated rates of absences

Action Step 1

Early identification of students how are demonstrating a patten of frequent or regular absences ie. 4 day weeks, regularly missed Mondays, or Fridays.

Person or Persons Responsible

Primarily-Homeroom Teacher, Other instructional team members

Target Dates or Schedule

On the 3rd absence of each quarter

Evidence of Completion

Attendance records, parent contact logs, emails

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Indentification and tracking of targeted attendance issues

Person or Persons Responsible

Guidance councellor and homeroom teacher

Target Dates or Schedule

Beginning on the 3rd absence and continuing throughout the entire school year

Evidence of Completion

Attendance record, parent communication logs, email

Plan to Monitor Effectiveness of G2.B2.S1

Increased communication to address absences

Person or Persons Responsible

Guidance, team-members, administartio

Target Dates or Schedule

Every 3 weeks

Evidence of Completion

Attendance record

G2.B3 Irregular homework completion

G2.B3.S1 Before and afterschool tutoring for students who need additional assistance with homework and/or learning objectives.

Action Step 1

In-house recruitment of HQ math teachers for tutring

Person or Persons Responsible

Math Department Chair

Target Dates or Schedule

August 2013

Evidence of Completion

List of teacher

Action Step 2

Establish a schedule of math tutoroing days and hours.

Person or Persons Responsible

Math Department Chair

Target Dates or Schedule

By Sepetmebr 1st, 2013

Evidence of Completion

Schedule

Action Step 3

Afterschool tutoring in math

Person or Persons Responsible

Highly Qualified Math Teachers

Target Dates or Schedule

After school throught the week, Beginning in September

Evidence of Completion

Student sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1

The commencement of after school tutoring in math.

Person or Persons Responsible

Math department chair

Target Dates or Schedule

Sepetember 2013

Evidence of Completion

Sign in sheets, log of tutor hours

Plan to Monitor Effectiveness of G2.B3.S1

Tracking of students who attend math tutoring

Person or Persons Responsible

Classroom teachers and math tutors

Target Dates or Schedule

ongoing

Evidence of Completion

student completion of assignements, student grade in math

G3. In 2012-13 69% of students met or exceeded the standard in writing as measured by the writing FCAT. In 2013-14, 72% will meet or exceed the standard.

G3.B1 This is the first year that we are implementing the ELA model.

G3.B1.S1 Have teachers visit Cypress Lake Middle School as they have already implemented the ELA model.

Action Step 1

ELA teachers are going to visit Cypress Lake Middle School

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

September 24, 2013

Evidence of Completion

Attendance sheet

Facilitator:

Nathan Shaker Assistant Principal Cypress Lake Middle School

Participants:

Reading and Language Arts teachers

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

Implementation of ELA model at Challenger Middle school

Person or Persons Responsible

ELA Department Head, ReadingCcoach, Leadership team

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Monthly notes

Plan to Monitor Effectiveness of G3.B1.S1

Higher quality student writing samples

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

writing samples

G3.B2 Student who need additional help with writing

G3.B2.S1 Afterschool tutoring in writing

Action Step 1

In-house recuiting of HQ teachers

Person or Persons Responsible

HQ teacers in writing

Target Dates or Schedule

Sepetmber

Evidence of Completion

List of afterschool teachers

Action Step 2

Identifying students who need additional instruction in writing.

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

Beginning in Sepetember and continuing throughout the year.

Evidence of Completion

List of students identified as needing writing

Action Step 3

Conducting afterschool turoring in writing

Person or Persons Responsible

Teachers HQ in writing

Target Dates or Schedule

Beginning In September - March

Evidence of Completion

Student sign in sheets, log of tutor hours

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

The commencement of after school tutoring in writing.

Person or Persons Responsible

Department Chair, Reading Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Student sign in sheets

Plan to Monitor Effectiveness of G3.B2.S1

After school tutoring attendees will be tracked for improvement

Person or Persons Responsible

ELA teachers and afterschool tutors

Target Dates or Schedule

Formally at bi-monthly at department meetings, infromally ongoing communications

Evidence of Completion

Student writing samples.

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.

G3. In 2012-13 69% of students met or exceeded the standard in writing as measured by the writing FCAT. In 2013-14, 72% will meet or exceed the standard.

G3.B1 This is the first year that we are implementing the ELA model.

G3.B1.S1 Have teachers visit Cypress Lake Middle School as they have already implemented the ELA model.

PD Opportunity 1

ELA teachers are going to visit Cypress Lake Middle School

Facilitator

Nathan Shaker Assistant Principal Cypress Lake Middle School

Participants

Reading and Language Arts teachers

Target Dates or Schedule

September 24, 2013

Evidence of Completion

Attendance sheet

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	In the 2013-14 school year, at least 70% percent of math students in the lowest 25% will make learning gains.	$22,910
G3.	In 2012-13 69% of students met or exceeded the standard in writing as measured by the writing FCAT. In 2013-14, 72% will meet or exceed the standard.	$7,750
	Total	$30,660

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
Substitute Funds	$700	$0	$700
Regular Day Supplies	$0	$8,883	$8,883
SAI	$21,077	$0	$21,077
Total	$21,777	$8,883	$30,660

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

G2. In the 2013-14 school year, at least 70% percent of math students in the lowest 25% will make learning gains.

G2.B1 Poor class behavior

G2.B1.S3 Whiteboards that students can display their work on and share with the teacher from their seat.

Action Step 1

Implement the use of student whiteboards in all math classes to increase time on task

Resource Type

Evidence-Based Materials

Resource

Student whiteboards with dry eraser markers

Funding Source

Regular Day Supplies

Amount Needed

$8,883

G2.B3 Irregular homework completion

G2.B3.S1 Before and afterschool tutoring for students who need additional assistance with homework and/or learning objectives.

Action Step 3

Afterschool tutoring in math

Resource Type

Evidence-Based Program

Resource

SAI funds to math tutors

Funding Source

SAI

Amount Needed

$14,027

G3. In 2012-13 69% of students met or exceeded the standard in writing as measured by the writing FCAT. In 2013-14, 72% will meet or exceed the standard.

G3.B1 This is the first year that we are implementing the ELA model.

G3.B1.S1 Have teachers visit Cypress Lake Middle School as they have already implemented the ELA model.

Action Step 1

ELA teachers are going to visit Cypress Lake Middle School

Resource Type

Evidence-Based Program

Resource

7 Substitute Teacers

Funding Source

Substitute Funds

Amount Needed

$700

G3.B2 Student who need additional help with writing

G3.B2.S1 Afterschool tutoring in writing

Action Step 3

Conducting afterschool turoring in writing

Resource Type

Evidence-Based Program

Resource

Tutoring funds

Funding Source

SAI

Amount Needed

$7,050