Challenger Middle School

2021-22 Schoolwide Improvement Plan

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Challenger Middle School

624 TRAFALGAR PKWY, Cape Coral, FL 33991

http://chm.leeschools.net/

Demographics

Principal: Stacia Winfree

Start Date for this Principal: 8/2/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (66%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To develop lifelong learners with critical thinking and problem solving skills.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Winfree, Stacia	Principal	Make decisions to govern the school -Ensures a focus on learning and continuous improvement -Guides the work of all Core Academic subjects -Supports and monitors the work of the collaborative elective course teams -Serves as a steward of the school's mission, vision, and core values -Monitors achievement, climate, and satisfaction data in reading to assure that the learning environment is producing results consistent with the school's stated goals -Identifies gaps in reading performance or processes and plans for their improvement -Aligns school's work with the district and classroom -Provides vision for both academic and behavioral success -Plans, implements, and monitors the progress of school improvement -Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures -Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication -Attends Team meetings to collaborate on and monitor students who are struggling -Collects school-wide data for team to use in determining at-risk students -Provide or coordinate valuable and continuous professional development
Curls, Aaron	Assistant Principal	Assists the principal in making decisions to govern the school -AP for curriculum -Ensures a focus on learning and continuous improvement -Guides the work of the Science/Social Studies Departments -Supports and monitors the work of the collaborative elective course teams -Serves as a steward of the school's mission, vision, and core values -Monitors achievement, climate, and satisfaction data in reading to assure that the learning environment is producing results consistent with the school's stated goals -Identifies gaps in reading performance or processes and plans for their improvement -Aligns school's work with the district and classroom -Provides vision for both academic and behavioral success -Plans, implements, and monitors the progress of school improvement -Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures -Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication -Attends Team meetings to collaborate on and monitor students who are struggling -Collects school-wide data for team to use in determining at-risk students -Implementation of the MTSS problem-solving process -Provide or coordinate valuable and continuous professional development

Name	Position Title	Job Duties and Responsibilities
VanCleve, Jamie	Assistant Principal	Ensures a focus on learning and continuous improvement -Guides the work of the ELA/Reading -Supports and monitors the work of the collaborative elective course teams -Serves as a steward of the school's mission, vision, and core values -Monitors achievement, climate, and satisfaction data in reading to assure that the learning environment is producing results consistent with the school's stated goals -Aligns school's work with the district and classroom -Provides vision for both academic and behavioral success -Monitors the progress of school improvement -Systematically evaluates the school infrastructure, grounds and procedures supporting student processes -Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support, and communication -Attends Team meetings to collaborate on and monitor students who are struggling -Collects school-wide data for team to use in determining at-risk students -Implementation of the MTSS problem-solving process

Demographic Information

Principal start date
Monday 8/2/2021, Stacia Winfree

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
12

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
13

Total number of teacher positions allocated to the school
62

Total number of students enrolled at the school
1,102

Identify the number of instructional staff who left the school during the 2020-21 school year.
7

Identify the number of instructional staff who joined the school during the 2021-22 school year.
9

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	362	361	393	0	0	0	0	1116
Attendance below 90 percent	0	0	0	0	0	0	53	44	69	0	0	0	0	166
One or more suspensions	0	0	0	0	0	0	16	9	25	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	15	5	13	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	20	4	10	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	38	52	73	0	0	0	0	163
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	67	65	76	0	0	0	0	208
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	52	42	69	0	0	0	0	163

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	2	2	0	0	0	0	5

Date this data was collected or last updated
Wednesday 9/15/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	364	371	361	0	0	0	0	1096
Attendance below 90 percent	0	0	0	0	0	0	13	17	17	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	9	17	23	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	10	0	2	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	52	64	37	0	0	0	0	153
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	36	65	42	0	0	0	0	143
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	52	64	37	0	0	0	0	153

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	36	46	31	0	0	0	0	113

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	2	2	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	364	371	361	0	0	0	0	1096
Attendance below 90 percent	0	0	0	0	0	0	13	17	17	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	9	17	23	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	10	0	2	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	52	64	37	0	0	0	0	153
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	36	65	42	0	0	0	0	143
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	52	64	37	0	0	0	0	153

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	36	46	31	0	0	0	0	113

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	2	2	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	55%	54%	61%	55%	53%
ELA Learning Gains				62%	56%	54%	58%	54%	54%
ELA Lowest 25th Percentile				54%	44%	47%	49%	44%	47%
Math Achievement				74%	64%	58%	76%	62%	58%
Math Learning Gains				73%	64%	57%	78%	63%	57%
Math Lowest 25th Percentile				61%	54%	51%	68%	54%	51%
Science Achievement				58%	50%	51%	64%	52%	52%
Social Studies Achievement				76%	70%	72%	80%	69%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	57%	52%	5%	54%	3%
Cohort Comparison						
07	2021					
	2019	62%	51%	11%	52%	10%
Cohort Comparison		-57%				
08	2021					
	2019	66%	57%	9%	56%	10%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	47%	6%	55%	-2%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	57%	11%	54%	14%
Cohort Comparison		-53%				
08	2021					
	2019	78%	60%	18%	46%	32%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	56%	46%	10%	48%	8%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	67%	8%	71%	4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	59%	37%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady. and district-created progress monitoring assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.4	49.7	50
	Economically Disadvantaged			
	Students With Disabilities	9.3	17.8	17.1
	English Language Learners	22.2	10.5	29.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6.9	19.0	19.0
	Economically Disadvantaged			
	Students With Disabilities	2.5	9.1	40
	English Language Learners	0	7.1	6.7

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.8	56.2	56.6
	Economically Disadvantaged			
	Students With Disabilities	10.4	18	17.1
	English Language Learners	0	27.3	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.3	40.7	48.4
	Economically Disadvantaged			
	Students With Disabilities	8.2	12	20.8
	English Language Learners	12.5	14.8	12.9
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47.7	56.2	73.9
	Economically Disadvantaged			
	Students With Disabilities	12.5	23.4	47.5
	English Language Learners	7.1	31.8	25

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	66.6.4	73.5
	Economically Disadvantaged			
	Students With Disabilities	22.6	21.2	31
	English Language Learners	22.7	17.4	28.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.1	58.6	60.8
	Economically Disadvantaged			
	Students With Disabilities	16.7	15.6	16.7
	English Language Learners	17.6	15	23.5
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.9	39.8	57.8
	Economically Disadvantaged			
	Students With Disabilities	0	6.5	7.4
	English Language Learners	4.5	17.4	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	26	24	22	41	37	3	26			
ELL	38	54	51	38	54	53	32	52	60		
ASN	71	71		93	86						
BLK	42	54	43	39	43	45	30	55			
HSP	53	54	40	53	52	46	47	66	68		
MUL	69	53		61	45		73	73	67		
WHT	59	57	45	65	57	60	59	73	85		
FRL	51	52	39	49	48	44	45	58	72		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	49	44	35	47	41	30	36	24		
ELL	35	59	60	47	68	56	36	50	38		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	76	65		88	100						
BLK	51	51	28	63	73	71	33	71			
HSP	60	64	61	70	72	59	56	70	62		
MUL	54	61	67	73	75	80	43	85			
WHT	67	61	48	78	74	58	62	81	59		
FRL	56	58	52	67	72	58	50	71	54		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	43	41	32	57	62	36	43			
ELL	30	54	53	42	63	61	7	68			
ASN	80	80		90	85						
BLK	43	49	41	62	76	67	33	53	38		
HSP	58	61	50	72	78	72	57	76	55		
MUL	53	50	36	68	71	58	38	80			
WHT	66	58	49	80	79	66	74	83	63		
FRL	55	56	49	70	77	65	57	74	53		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	565
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the 20-21 FSA data, Challenger performed higher than the district average in each category. The highest gains were with the L25 Math students showing a 22 point lead over the district. The second highest gain was overall Math and acceleration. We saw a positive trend in ELA and ELA L25, however, it was not to the level as previous years. Based on historical data, Challenger decreased in ELA proficiency, ELA Gains, and ELA L25 gains. There was a significant decrease in Math performance, gains, and L25 gains from the 18-19 data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 20-21 FSA data and historical data, Challenger saw a decrease in proficiency and gains in all subject areas. While the performance was above district levels, Challenger has an opportunity to show growth in ELA, Math, Science, and Social Studies. Our strategic plan outlines our plan for improvement in each subject area. Our greatest need for improvement is with our Math gains as there a decrease in performance by 15-25 points respectively (Proficiency, Gains, Gains L25).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Distance learning certainly impacted learning in all subject areas. Math is sequential in nature and the inconsistent learning modalities played a role in the student achievement. Students attending school in person will improve the Math scores. Additionally, due to the pandemic year, the school was not holding formal PLC meetings on a regular basis to address student performance and interventions. This year, Challenger has implemented a streamlined approach to looking at student data with administration so that performance and interventions are closely monitored and modified to assist with student success.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Challenger's Acceleration program showed the most improvement with a 17 point increase. Science had a negative trend, however, the change was a 4 point difference compared to other subject areas.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Challenger has a small gifted program and that works with the same students for all three years of middle school. Knowing the students and progress monitoring their performance led to a positive impact.

What strategies will need to be implemented in order to accelerate learning?

School wide PLC meetings will be held with common data folders. Each department will review exemplar data, iready data, and other sources of data to monitor placement, student interventions, and supplemental supports. Students will utilize electronic data binders to monitor their learning, teachers will share data during PLC meetings, and team planning that is focused on standards is being implemented. Additionally, school celebrations for teachers and students will be held to maintain morale and motivation to achieve academic and behavioral success.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will have professional development on Kagan structures, Marzano', DOK levels, 504/ESE interventions and classroom engagement. Teachers participate in learning walks to visit other rooms to look for best practice with a certified coach or administrator. APPLES onboarding program is utilized to ensure new staff are adequately supported to ensure student achievement is a priority.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Staff feedback, PTO feedback from parents, data monitoring, and administrative meetings will be used to gather information that will guide developing next year's master schedule, electives to enrich learning, programs, and processes.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA proficiency showed a 7 point decrease from the 18-19 FSA data to the 19-20 FSA data ELA gains showed a 6 point decrease from the 18-19 FSA data to the 19-20 FSA data ELA L25 gains showed a 6 point decrease from the 18-19 FSA data to the 19-20 FSA data
Measurable Outcome:	The percentage of all students who demonstrate proficiency in ELA will increase from 56% to 60% as measured by the 2022 ELA FSA. The percentage of all students making learning gains will increase from 56% to 60% as measured by the 2022 ELA FSA. The percentage of students making learning gains in the lowest 25% will increase from 42% to 47% as measured by the 2022 ELA FSA.
Monitoring:	Students will have common digital data binders to monitor performance on Exemplars and reading program performance. Administrative and department PLC meetings will review student data bi-weekly Teachers will participate in team planning and review of student performance
Person responsible for monitoring outcome:	Jamie VanCleve (jamiev@leeschools.net)
Evidence-based Strategy:	Marzano's instructional strategies Kagan (Cooperative Learning) structures PLC meetings that review student performance and plan for upcoming standards Classroom Walk-throughs with administration and the Reading Coach Learning Walks to improve teacher efficacy District approved ELA and Reading programs that ensure proper placement based on student data
Rationale for Evidence-based Strategy:	School wide PD on questioning and Kagan structures will be held for all staff. Learning walks help teachers to identify best practices when shared with an administrator or coach that is experienced in 'look fors' Marzano's instructional strategies are backed by the District District approved resources have been vetted and approved by district department leadership

Action Steps to Implement	

Department PLC meetings with admin and Reading Coach
Learning Walks scheduled and coverage is provided
APPLES mentor program supports new ELA teachers with high quality instructional practices
PLC meetings are on the calendar and a school wide expectation

Person Responsible	[no one identified]

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Challenger Math proficiency scores decreased by 15 points between the 20-21 FSA data and the 18-19 data Challenger Math gains decreased by 19 points between the 20-21 FSA data and the 18-19 data Challenger Math L25 gains decreased by 9 points between the 20-21 FSA data and the 18-19 data
Measurable Outcome:	The percentage of all students who demonstrate proficiency in Math will increase from 59% to 62% as measured by the 2022 Math FSA. The percentage of all students making learning gains will increase from 54% to 57% as measured by the 2022 Math FSA. The percentage of students making learning gains in the lowest 25% will increase from 52% to 55% as measured by the 2022 Math FSA.
Monitoring:	School wide department PLC meetings will be held bi-weekly to review student specific data based on exemplars and the math iready platform Common planning that is standards based including enrichment and intervention will be held weekly Common student data binders Teacher data binders Weekly iready usage data will be monitored by the administration team and reviewed with the department head
Person responsible for monitoring outcome:	Stacia Winfree (staciaaw@leeschools.net)
Evidence-based Strategy:	Iready Math program USA Test Prep intervention program Kahn Academy learning path Kagan Structures to improve student engagement and cooperative learning MTSS interventions
Rationale for Evidence-based Strategy:	Math programs that target a student's math abilities will meet the student at their instructional level Data will determine if enrichment or intervention to reteach standards is needed Cooperative learning supports math acquisition of skills MTSS interventions that use small groups, manipulatives, fluency support, and other modes will improve the math performance for the students

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Challenger showed a 7 point decrease in proficiency based on the 20-21 Civics EOC compared to the 18-19 results
Measurable Outcome:	
Monitoring:	
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Challenger Middle School is ranked low in incidents based on the Safe Schools for Alex.org website. Challenger saw a decrease from 82 In school suspensions to 48 based on the 19-20 school year. Additionally, Challenger saw a decrease in out of school suspensions from 34 to 11 in the 19-20 school year. Challenger has an average of 5.3 per 100 students in total suspensions compared to 18.3 which is Florida's statewide average. We monitor student behavior using Discipline cards, Student positive kudos, Student positive referrals, and a school-wide Social Emotional Behavior program. Utilizing the Code of Conduct in conjunction with conferences and student mediation, we are able to ensure the focus of the school day is spent on learning.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The School District of Lee county is working toward certification of Marzano's High Reliability levels which is intended lo produce a system that has high reliability and becomes transformational in its approach to educating its students. When a school has met the criterion indicators for a specific level in the model, it consistently monitors those indicators and makes immediate corrections when school performance falls below acceptable levels. The first level of school effectiveness is a Safe and Orderly Environment that Supports Cooperation and Collaboration. Our school is currently working through PLCs in leadership to bring forward the knowledge at the school level to begin our study of the leading indicators: (1) The faculty and staff perceive the school environment as safe and orderly. (2) Students, parents, and the community perceive the school environment as safe and orderly (3) Teachers have formal roles in the decision-making process regarding school initiatives. (4) Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students (5) Teachers and staff have formal ways to provide input regarding the optimal functioning of the school (6) Students, parents, and community have formal ways to provide input regarding the optimal functioning of the schooL (7) The success of the whole school, as well as individuals within the school, is appropriately acknowledged (8) The fiscal, operational and technological resources of the school are managed in a way that directly supports teachers. As this knowledge is put into action, our school will work with teachers, students, parents, and community members to engage in and study the
indicators to ensure that the school culture is inclusive and positive.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stacia Winfree, Aaron Curls, Jamie VanCleve - School Administrators
Scott LeBlanc- PBIS Coordinator
James Samz- School Advisory Coordinator
Mary Parker - Mental Health Coordinator
Candi Carmany - Student of the Month
Miranda Gagliardi- Teacher and Staff of the Month
April Williamson & Miranda Gagliardi - 6th Grade Team Leaders
Mandy Leidig & Lisa Luda- 7th Grade Team Leaders
Brooke Vaillencourt & Carolyn Remington - 8th Grade Team Leaders
April Williamson, Nick Mauro, Dawn McDaniel & James Samz - Social Emotional Learning Advisors

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
3	III.A.	**Areas of Focus: Instructional Practice: Social Studies**	$0.00
		Total:	$0.00