

Challenger School

5150 SE WILLOUGHBY BLVD, Stuart, FL 34997

[no web address on file]

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Martin County School Board on 10/21/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Challenger School is to:

- Provide a learning environment that protects the dignity of every student.
- Develop the unique gifts of each exceptional student ensuring the achievement of each and every individual's extraordinary purpose.
- Expand opportunities through specialized instruction in collaboration with community resources.
- Explore all possibilities to reach the highest expectations for our student's success.
- Inspire our students to be safe, take responsibility, achieve goals, respect self and others, and show self-control.

Provide the school's vision statement

Using specialized programs to meet individual needs so that every child will learn to their highest potential.

School Environment

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

Our Newsletters highlight students and learning activities to celebrate learning. Teachers have students they monitor and maintain relationships with including personal calls and working on the students' goals. We also have "Fun Friday Clubs" that change every 5 weeks to foster relationships with other adults on campus.

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

Teachers and staff greet the students in the morning as they arrive and in the hallway before each class. This is two fold in that it promotes relationships as well as monitoring for safety in the halls. We begin each school day with Social Skills that includes a check and connect piece. Teachers review with their students Behavior charts, grades, and target behaviors for goal setting each day. Challenger School will have a Sensory Room where students can explore their own needs for sensory to help them calm and return to the learning environment.

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

All students at Challenger School have a behavior intervention plan and a daily home note that monitors the student's individual target behaviors every 30 minutes during the school day. This is the basis of the Point and Level System. The student's levels can drop by elopement, not making the goal, absence, or referral, but making the goal can improve a level for the student. The students level will determine the privileges the student earns each day.

There are also Positive Behavior Supports for students using a token economy. The token can gain entry to a school store, a break, or other rewards. There are also random rewards each week for

attendance, no tardiness, meeting expectations, or completing assignments. Finally we also institute a range or reinforcement items for students to be used during the school day.

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

Challenger School has a cooperative agreement with Tykes and Teens and mental health agency. The counselors are present each day and provide therapies as well as crisis counseling for our students. Additionally, the sensory room, the monthly clubs, and the Point and Level System provide constant feedback and incentives for the students to express their needs. The Social Skills class is the final layer of emotional support to the students' well being. Teachers receive training throughout the year to improve their knowledge, strategies, and skill set for students with significant disabilities.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In order to catch early warning of problems, all students are

1. Scheduled into a Social Skills class in the morning, where students are monitored by grades, behavior, and personal goals.
2. Assigned a crisis counselor who may provide services in addition to therapies.
3. Provided daily notes and data on targeted behaviors are collected on each student
4. On a Point and Level System that monitors daily goals and attendance
5. reviewed at PLCs that meet weekly so that all students are studied each month for current trends in academic and behavioral progress
6. Discussed during the mental health collaborative meeting that occurs weekly. This includes the psychiatrist from Tykes and Teens; he sees each of his students monthly.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level										Total
	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	0	1	1	1	2	2	5	3	2	19
One or more suspensions	1	1	0	2	1	2	0	5	3	1	16
Course failure in ELA or Math	0	0	0	0	0	0	0	3	2	1	6
Level 1 on statewide assessment	1	0	1	1	1	2	2	2	2	1	13

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level										Total
	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	1	2	1	2	2	5	3	2	21

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

In order to catch early warning of academic problems, students are

1. Scheduled into a Social Skills class in the morning, where students are monitored by grades, behavior, and personal goals.
2. iReady is used for InD and elementary students, Stride Academy is used for all secondary student to identify skill deficiencies and target instruction.
3. PLCs meet weekly so that all students are studied each month for current trends in academic and behavioral progress
4. Monthly formal assessments are given to assess achievement on reading and math learning goals.
5. The Literacy Council has devised a learning incentive program and will take the lead in training for Project Based Learning to accompany the reading of the novel Flush.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

CHALLENGER SCHOOL Title I, Part A Parental Involvement Plan

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

Assurances

The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;

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

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

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

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

If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of

participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response:

Involvement of Parents

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

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

*Encourage increased parent attendance at Parent Teacher Conferences

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

Coordination and Integration

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

count Program Coordination

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

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

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

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

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

Annual Parent Meeting

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

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

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

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

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

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

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

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

Building Capacity

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

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

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

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

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

Staff Training

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

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

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

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

Other Activities

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

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

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

Communication

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

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

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

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section

1118(c)(4)(C)]; and

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

Response: *Notify parents through newsletters.

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

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

*Newsletters include a Title I article with necessary information.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

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

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

*Parents will be contacted and activities will be advertised.

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

Discretionary Activities

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

X Not Applicable

Upload Evidence of Input from Parents

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

Uploaded Document

Upload Parent-School Compact

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

Upload an electronic version of the Parent-School Compact.

Uploaded Document

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

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

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

Evaluation of the 2012-2013 Parental Involvement Plan

Building Capacity Summary

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

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

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

2 Implement services of a parent liaison to increase communication with and involvement from parents. 3 5 More parent participation in curriculum and media nights

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2012-2013 school year to educate staff on the value and utility of contributions of parents; how to

reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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

Barriers

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

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

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

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

The Martin School District has contracted with Tykes and Teens to deliver mental health services to the students of Challenger School.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Husnander, Laura	Principal
Mason, Suzan	Psychologist

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal is responsible for executing the schedule and orders for programs related to the SIP. She also schedules the meetings and set the agenda items for related Professional Development and training. The School Psychologist is responsible for executing the schedule and orders for programs related to the SIP and compliance with the Individual Education Plans . She also schedules the meetings and sets the agenda items for related Professional Development and training.

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

Lani Bartsch, teacher, is responsible for leading and representing the Literacy Council and participating the reading process within the problem solving portion of MTSS.

Carolyn Forman, teacher, is the SAC Chair and leads Parent Involvement initiatives

Bryan Lee, teacher, is the chairperson of the Positive Behavior Intervention and Support team.

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

Challenger School will use the following process for MTSS.

- Students have daily behavior targets. Data is collected every 30 minutes and graphed daily. This data is reviewed by the MTSS team weekly (every Tuesday) and with the staff of Tykes and Teens which is contracted to provide Mental Health services on campus.
- The Rtl:B database through the University of South Florida also provides data collected on behavior resulting in Office Discipline Referrals. This data is reviewed monthly with the PBIS Core Team.
- Behavioral Data is collected for Behavior Intervention Plans as needed and progress monitored through the IEP goals.
- The problem solving process during our weekly meetings can result in placement or schedule changes, but more often results in changes in instructional practices within the small group setting of each class.

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Carolyn Forman	Teacher
Sandra Sanders	Education Support Employee
Ellis Estevez	Business/Community
Xavier Blatch	Business/Community
Waleska Ortega	Parent
Rachel McClain	Parent
Tina McClaren	Parent
Laura Husnander	Principal

Duties

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

Evaluation of last year's school improvement plan

At the May meeting the climate surveys from all stakeholder groups were reviewed including progress on the School Improvement Plan programs. Minutes reflect that the Council evaluated the plan.

Development of this school improvement plan

The SAC met at the end of last school year to suggest proposals for initiatives for the 2014-15 school year and to review the Climate Surveys. The members were presented with data from iReady, FCAT Writing, and 3rd grade reading and math. It was discussed that there was a need for a change in supplemental reading programs for the secondary students and that the new schedule and the Interdisciplinary units were very successful. The SAC was pleased with the parent involvement proposal and program. We will continue the "Photo of Family" activity and we will expand the program to include informational nights on services to families with students with disabilities.

Preparation of the school's annual budget and plan

The budget was prepared considering the priorities of:

Bring Your Own Device related needs

Professional Development on BYOD, Balanced Literacy, and assessment

Reading deficiencies and the purchase of a supplemental reading program for secondary students.

The budget always considers behavioral incentives

Interdisciplinary units and related Project Based Learning

The budget includes donations from community organizations such as Knights of Columbus and Title 1 funds.

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

School Improvement Funds in the 2013-14 school year were designated for the iReady assessment and curriculum program @ \$900.00 and the Parent Involvement Program for \$500.00. The iReady instructional program for elementary students was effective, but the same program with secondary students was less effective. The parent involvement program was highly effective, a private donation covered \$200 of the parent involvement program. The funds were moved to professional development on career education that would affect all students.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Husnander, Laura	Principal
Mason, Suzan	Psychologist
Bartsch, Lani	Teacher, ESE
Beers, Patricia	Teacher, ESE
Tomlinson, Tamika	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT for this school year is the implementation of school wide Interdisciplinary units around novels that also present learners with a problem to solve. There are 2 Problem Based Learning units planned for this school year related to 2 novels. Each incorporates a leveled approach for the students to improve comprehension skills including related informational text.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All Teachers at Challenger School have a common plan time at the end of the day. the collaboration time is scheduled. Each Monday, PLCs meet to address academic and behavioral data. Tuesdays and Wednesdays are Professional Development, Thursdays are for committee meetings (Literacy Council, SAC and PBIS), Fridays are typically open for collaboration as needed, but are occasionally used to make up meetings in case a meeting needs to be rescheduled.

Three teachers are used as support facilitators during the middle and high school 90 minute reading block so that reading is a shared responsibility of the secondary team.

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

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

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

The one new teacher on campus is presently participating in the District mentoring program and assigned a mentor on campus. She has 2 plan periods 1 is with her mentor, one is a common plan time with the faculty. The common plan time is beneficial for this teacher as each day of the week is specified for meetings: PLCs meet on Mondays. Tuesdays and Wednesdays are Professional Development, Thursdays are for committee meetings (Literacy Council, SAC and PBIS), Fridays are typically open for collaboration as needed, but are occasionally used to make up meetings in case a meeting needs to be rescheduled. The new teacher is also a part of a secondary Teachers Professional Learning Community that meets on Friday if it is not needed for makeup training.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers of middle and high school aged students work together on a PLC. This PLC develops interdisciplinary units that align with the district's curriculum maps and scales. Teachers have been trained on how to access these resources and follow the district plan. Inservice has also occurred on Project Based Learning to unify the program for the students and scaffold students to grade level standards.

Teachers collaborate on monthly units that focus on the standards covered by each content area and unified into one test given in a formal, standardized setting for practice and summative grading. All middle and high school students will use Stride Academy for practice and assessment. The reports are shared monthly at PLC meetings and with the Literacy Council so all teachers can see progress and target individual and group instructional needs.

Instructional Strategies

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

Challenger School utilizes a Progress Monitoring Tool spreadsheet that tracks the number of opportunities a student has had during the full school day to practice or assess a skill. This progress and performance is shared weekly at PLCs to increase or change interventions to the student's instructional day.

Weekly PLC meetings assure that each student is studied including data from the Stride Academy program, monthly unit assessment performance, and class performance on targeted skills monthly. Additionally, data on benchmarks is also shared for whole school trends as well as individual progress.

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: Extended School Day

Minutes added to school year: 2,480

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

Strategy Rationale

Many students have behaviors that prohibit completion of a class period. In order to close the gaps created by missed classes or refusal to work, after school time is provided for students with support from teachers or paraprofessionals.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Husnander, Laura, husnanl@martin.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Transition interviews occur for all students age 14 and older.

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

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

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

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

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

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

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.** 100% of high school age students will be on track to graduate with their cohort by the end of the 2014-15 school year.
- G2.** The Stride Academy program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores.
- G3.** The Stride Academy program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores.
- G4.** Parent Involvement in Literacy activities will improve by 10%.
- G5.** Use of the iReady program in reading instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores.
- G6.** Writing samples will be evaluated monthly with the content unit assessments. All assessments will contain an extended response questions for student in grades 4-12. The component of responding to literature and information text will be assessed according to the FSA writing rubric for feedback. As a result, 66% of the students formally tested by the FSA will score at proficiency.
- G7.** Use of the iReady program in math instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores.
- G8.** Interdisciplinary units will be created around Literature and Science Topics including field trips and experiments to improve student performance on FCAT Science for 50% of the students as indicated by the Developmental Scale Scores.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 100% of high school age students will be on track to graduate with their cohort by the end of the 2014-15 school year. 1a

G044806

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	100.0

Resources Available to Support the Goal 2

- Students will be scheduled into an 11 period day and have a social skills class period to monitor progress
- Stride Academy allows students to work on skills from home.

Targeted Barriers to Achieving the Goal 3

- Some students come to Challenger credit deficient. These absences make the pace of the day difficult with many credits to recover.

Plan to Monitor Progress Toward G1. 8

Students will have satisfactory grades toward credit acquisition.

Person Responsible

Laura Husnander

Schedule

On 4/27/2015

Evidence of Completion

Students earning credits toward graduation

G2. The Stride Academy program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1a

G044805

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	51.0

Resources Available to Support the Goal 2

- Purchase Stride Academy for skill enhancement and remediation for secondary grades students.
- Train teachers in the use, instruction and evaluation of Stride Academy

Targeted Barriers to Achieving the Goal 3

- Training of teachers and consistent use of the program by the students

Plan to Monitor Progress Toward G2. 8

Stride Academy data can be pulled after intervals of use. This is the monitoring data for each student

Person Responsible

Suzan Mason

Schedule

Monthly, from 9/29/2014 to 3/23/2015

Evidence of Completion

Stride Academy reports and Benchmark assessment data

G3. The Stride Academy program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1a

G044804

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	50.0

Resources Available to Support the Goal 2

- Purchase Stride Academy for skill enhancement and remediation for secondary grades students.
- Train teachers in the use, instruction and evaluation of Stride Academy

Targeted Barriers to Achieving the Goal 3

- Training and consistent use by the students.

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. Parent Involvement in Literacy activities will improve by 10%. 1a

G043840

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	66.0
4-Year Grad Rate (At-Risk)	66.0

Resources Available to Support the Goal 2

- Professional family photos will be taken of each family as the basis for creating writing documents about each child's family.
- Teachers will work with craft items for scrap book pages for each family member for literacy activities
- Community resources to share transition to independent living or support for life long caregivers

Targeted Barriers to Achieving the Goal 3

- The students we serve live throughout the county and have both physical and emotional disabilities making attendance to school events difficult.
- Parent nights will require volunteerism from our staff.

Plan to Monitor Progress Toward G4. 8

Parent Attendance logs at each of the 3 events will indicate participation

Person Responsible

Laura Husnander

Schedule

Semiannually, from 9/14/2014 to 4/8/2015

Evidence of Completion

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

Plan to Monitor Progress Toward G4. 8

Attendance Logs at the parent nights and climate surveys

Person Responsible

Laura Husnander

Schedule

Quarterly, from 11/5/2014 to 4/8/2015

Evidence of Completion

The attendance at the 3 parent/student meetings

G5. Use of the iReady program in reading instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1a

G043841

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	50.0

Resources Available to Support the Goal 2

- IReady Assessment and Curriculum in reading for all students in grades 3-5 provided through the district ESE department.

Targeted Barriers to Achieving the Goal 3

- There is training needed for this program

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Suzan Mason

Schedule

Monthly, from 9/30/2014 to 6/1/2015

Evidence of Completion

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

G6. Writing samples will be evaluated monthly with the content unit assessments. All assessments will contain an extended response questions for student in grades 4-12. The component of responding to literature and information text will be assessed according to the FSA writing rubric for feedback. As a result, 66% of the students formally tested by the FSA will score at proficiency. 1a

G043842

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	66.0

Resources Available to Support the Goal 2

- Training for teachers of Reading/LA on the program
- Teacher led PLCs for devising the monthly tests

Targeted Barriers to Achieving the Goal 3

- Students with emotional disabilities often refuse to write, even when the topic is understood.

Plan to Monitor Progress Toward G6. 8

Person Responsible

Schedule

Evidence of Completion

G7. Use of the iReady program in math instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores. **1a**

 G043843

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	51.0

Resources Available to Support the Goal **2**

- iReady provided through district ESE funds

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G7. **8**

Monitoring iReady data on growth, and use

Person Responsible

Lani Bartsch

Schedule

Evidence of Completion

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

G8. Interdisciplinary units will be created around Literature and Science Topics including field trips and experiments to improve student performance on FCAT Science for 50% of the students as indicated by the Developmental Scale Scores. 1a

G043844

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	50.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Students' deficiencies in reading and a unified science program make grade level instruction in science difficult

Plan to Monitor Progress Toward G8. 8

Benchmark testing, agenda from training and observation of lesson.

Person Responsible

Schedule

Monthly, from 10/6/2014 to 3/23/2015

Evidence of Completion

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

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. 100% of high school age students will be on track to graduate with their cohort by the end of the 2014-15 school year. **1**

 G044806

G1.B1 Some students come to Challenger credit deficient. These absences make the pace of the day difficult with many credits to recover. **2**

 B110417

G1.B1.S1 The Point and Level System will reward students for attendance. **4**

 S121870

Strategy Rationale

Students needed to have privileges for good attendance and reinforced daily.

Action Step 1 **5**

Students will drop a level in privileges when absent

Person Responsible

Laura Husnander

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Daily home notes will reflect the level of each student each day.

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

Home note points are entered daily into a spreadsheet for tracking. The privileges each day change according to a student's level.

Person Responsible

Laura Husnander

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Points from daily home notes

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

Social Skills classes are scheduled daily to meet with students and monitor grades and behavioral progress with data graphs to show student progress

Person Responsible

Laura Husnander

Schedule

Daily, from 9/29/2014 to 6/3/2015

Evidence of Completion

Climate surveys, individual data graphs

G2. The Stride Academy program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1

G044805

G2.B1 Training of teachers and consistent use of the program by the students 2

B110412

G2.B1.S1 Teachers will report on student use at weekly PLC meetings 4

S121868

Strategy Rationale

The program's success is tied to minutes of use.

Action Step 1 5

The Stride Academy data will show student improvement in the targeted skills of individual students

Person Responsible

Suzan Mason

Schedule

Monthly, from 9/29/2014 to 3/23/2015

Evidence of Completion

Benchmark assessments will show progress on standards and skills

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The secondary PLC will track individual student progress monthly and report on use weekly at the meetings.

Person Responsible

Suzan Mason

Schedule

Monthly, from 9/29/2014 to 3/23/2015

Evidence of Completion

Benchmark data will be used and monthly student reports will show growth and skill mastery levels for students

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Individual student graphs will show progress

Person Responsible

Suzan Mason

Schedule

Monthly, from 9/29/2014 to 3/23/2015

Evidence of Completion

Benchmark scores, Stride Academy data, FSA and EOC data.

G3. The Stride Academy program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1

G044804

G3.B1 Training and consistent use by the students. 2

B110408

G3.B1.S1 Teachers will be trained on Stride Academy by the end of September 4

S121861

Strategy Rationale

Stride Academy provides assessment practice in reading, mathematics, and all End of Course Exam standards.

Action Step 1 5

Training is provided by the Stride Academy company and coordinated by the principal.

Person Responsible

Schedule

Monthly, from 9/29/2014 to 4/20/2015

Evidence of Completion

Teachers will report on use logs for the students when the student is monitored by the PLC.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Recording of data on the progress monitoring tool with the student's benchmark scores.

Person Responsible

Suzan Mason

Schedule

Monthly, from 9/29/2014 to 4/20/2015

Evidence of Completion

The program keeps logs. The benchmark assessments should show student progress on science concepts

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data will be reviewed monthly

Person Responsible

Suzan Mason

Schedule

Monthly, from 9/30/2014 to 6/1/2015

Evidence of Completion

Trend lines will be noted as well as student use in minutes of Stride Academy

G4. Parent Involvement in Literacy activities will improve by 10%. 1

G043840

G4.B1 The students we serve live throughout the county and have both physical and emotional disabilities making attendance to school events difficult. 2

B107552

G4.B1.S1 We will change the times of parent activities to connect with daytime services from area transportation support such as ARC 4

S118979

Strategy Rationale

Action Step 1 5

Times of curriculum nights for the younger students, pictures and literacy activities along with the meetings on transitioning adult age students will take place on the same afternoons. Parents and caregivers have expressed the need for these events to take place sooner in the day.

Person Responsible

Schedule

Semiannually, from 11/5/2014 to 4/8/2015

Evidence of Completion

logs of attendance and climate surveys will evidence the participation and success of these events.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G4.B2 Parent nights will require volunteerism from our staff. 2

 B107553

G4.B2.S1 Teachers will be given compensatory time for these activities and the staff will be given shifts to minimize the amount of time invested 4

 S118980

Strategy Rationale

Teachers are giving additional time to support relationships and the needs of our students' families

Action Step 1 5

Arrange for, pay for photographer and advertise the process.

Person Responsible

Laura Husnander

Schedule

On 12/10/2014

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

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

Person Responsible

Schedule

On 12/10/2014

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Rubric Scoring of student work will be recorded for tracking student progress. Attendance logs at the parent activity nights will show participation

Person Responsible

Suzan Mason

Schedule

Monthly, from 9/22/2014 to 5/4/2015

Evidence of Completion

There are 3 nights planned. The finished products will be individual family winter newsletters written by each child and family participating, there will be a scrapbook created in the spring semester.

G5. Use of the iReady program in reading instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1

G043841

G5.B1 There is training needed for this program 2

B107554

G5.B1.S2 Training will occur for teachers on September 10. 4

S118983

Strategy Rationale

Action Step 1 5

Data will be used to create monthly incentives for students to work on their targets (as identified in the iReady data).

Person Responsible

Laura Husnander

Schedule

Monthly, from 9/10/2014 to 3/26/2015

Evidence of Completion

Data will be reviewed on iReady at the monthly Literacy Council meetings

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Person Responsible


Schedule

Evidence of Completion

G6. Writing samples will be evaluated monthly with the content unit assessments. All assessments will contain an extended response questions for student in grades 4-12. The component of responding to literature and information text will be assessed according to the FSA writing rubric for feedback. As a result, 66% of the students formally tested by the FSA will score at proficiency. 1

 G043842

G6.B1 Students with emotional disabilities often refuse to write, even when the topic is understood. 2

 B107555

G6.B1.S1 An academic incentive program was developed by the Literacy Council for students to get rewards for meeting the challenges of writing and typing. 4

 S118984

Strategy Rationale

The Literacy Council has broken accomplishments of the writing process into measurable parts. The card has 5 places for teacher signatures to encourage the student to stay motivated in quality writing.

Action Step 1 5

Train E/LA teachers on the FSA Rubric for writing and responding to literature and informational text

Person Responsible

Laura Husnander

Schedule

Monthly, from 10/2/2014 to 3/12/2015

Evidence of Completion

Unit tests with writing assessments are given to all students 3-12 through their E/LA class.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Student improvement data for teachers.

Person Responsible

Suzan Mason

Schedule

Monthly, from 9/22/2014 to 3/16/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

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

Person Responsible

Laura Husnander

Schedule

Evidence of Completion

Monthly data will show improvement in writing.

G6.B1.S2 Assess writing with responses to informational and literature texts connected writing prompts monthly. 4

 S118985

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G7. Use of the iReady program in math instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores. 1

G043843

G7.B1 The programs use may not practically be used with student in courses requiring End of Course Exams. 2

B107556

G7.B1.S1 Math Teachers will work through their Professional Learning Community for evaluating iReady data and the curriculum response. 4

S118986

Strategy Rationale

Action Step 1 5

Train teachers in iReady assessment and curriculum

Person Responsible

Schedule

On 9/10/2014

Evidence of Completion

Student individual data will show improvement in targeted skills.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Student Data will be shared for progress monitoring

Person Responsible

Schedule

Evidence of Completion

Student Data Reports will show individual student improvement.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Data on student use and progress with the iReady program.


Person Responsible

Schedule


Evidence of Completion

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

G8. Interdisciplinary units will be created around Literature and Science Topics including field trips and experiments to improve student performance on FCAT Science for 50% of the students as indicated by the Developmental Scale Scores. 1

 G043844

G8.B1 Students' deficiencies in reading and a unified science program make grade level instruction in science difficult 2

 B107557

G8.B1.S1 Interdisciplinary units have been purchased that coordinate with the state curriculum and the district level experiments. The units will support learning. 4

 S118987

Strategy Rationale

An Interdisciplinary unit will help to close the gaps of concepts missed in the students grade level science exposure.

Action Step 1 5

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

Person Responsible

Laura Husnander

Schedule

Semiannually, from 10/6/2014 to 3/23/2015

Evidence of Completion

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

Action Step 2 5

Purchase of books and materials for experimentation within the units.

Person Responsible

Laura Husnander

Schedule

Evidence of Completion

The books will be used within the many lesson of the units. A project based learning program has been created for the units

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Student interest surveys, evaluation of student projects and improvement on science assessments will be shared and tracked with the PLC progress monitoring tool.

Person Responsible

Suzan Mason

Schedule

Monthly, from 10/6/2014 to 3/23/2015

Evidence of Completion

Projects by students, surveys, improved scores on benchmark tests

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Benchmark assessment in the subsections where the unit occurred

Person Responsible

Suzan Mason

Schedule

Monthly, from 12/15/2014 to 3/9/2015

Evidence of Completion

Benchmark data and problem solving worksheet

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.A1	Arrange for, pay for photographer and advertise the process.	Husnander, Laura	11/5/2014	A schedule and flyer will be given out with the first newsletter for parents to begin signing up.	12/10/2014 one-time
G6.B1.S1.A1	Train E/LA teachers on the FSA Rubric for writing and responding to literature and informational text	Husnander, Laura	10/2/2014	Unit tests with writing assessments are given to all students 3-12 through their E/LA class.	3/12/2015 monthly
G7.B1.S1.A1	Train teachers in iReady assessment and curriculum		9/10/2014	Student individual data will show improvement in targeted skills.	9/10/2014 one-time
G8.B1.S1.A1	Teachers will collaborate as a part of a PLC to work together on Interdisciplinary Units and assesments	Husnander, Laura	10/6/2014	Units and student performance data will be discussed at PLC meetings.	3/23/2015 semiannually
G4.B1.S1.A1	Times of curriculum nights for the younger students, pictures and literacy activities along with the meetings on transitioning adult age students will take place on the same afternoons. Parents and caregivers have expressed the need for these events to take place sooner in the day.		11/5/2014	logs of attendance and climate surveys will evidence the participation and success of these events.	4/8/2015 semiannually
G5.B1.S2.A1	Data will be used to create monthly incentives for students to work on their targets (as identified in the iReady data).	Husnander, Laura	9/10/2014	Data will be reviewed on iReady at the monthly Literacy Council meetings	3/26/2015 monthly
G3.B1.S1.A1	Training is provided by the Stride Academy company and coordinated by the principal.		9/29/2014	Teachers will report on use logs for the students when the student is monitored by the PLC.	4/20/2015 monthly
G2.B1.S1.A1	The Stride Academy data will show student improvement in the targeted skills of individual students	Mason, Suzan	9/29/2014	Benchmark assessments will show progress on standards and skills	3/23/2015 monthly
G1.B1.S1.A1	Students will drop a level in privileges when absent	Husnander, Laura	8/18/2014	Daily home notes will reflect the level of each student each day.	6/3/2015 daily
G6.B1.S2.A1	[no content entered]			one-time	
G8.B1.S1.A2	Purchase of books and materials for experimentation within the units.	Husnander, Laura	9/29/2014	The books will be used within the many lesson of the units. A project based learning program has been created for the units	one-time
G1.MA1	Students will have satisfactory grades toward credit acquisition.	Husnander, Laura	10/13/2014	Students earning credits toward graduation	4/27/2015 one-time
G1.B1.S1.MA1	Social Skills classes are scheduled daily to meet with students and monitor grades and behavioral progress with data graphs to show student progress	Husnander, Laura	9/29/2014	Climate surveys, individual data graphs	6/3/2015 daily
G1.B1.S1.MA1	Home note points are entered daily into a spreadsheet for tracking. The privileges each day change according to a student's level.	Husnander, Laura	8/18/2014	Points from daily home notes	6/3/2015 daily
G2.MA1	Stride Academy data can be pulled after intervals of use. This is the monitoring data for each student	Mason, Suzan	9/29/2014	Stride Academy reports and Benchmark assessment data	3/23/2015 monthly
G2.B1.S1.MA1	Individual student graphs will show progress	Mason, Suzan	9/29/2014	Benchmark scores, Stride Academy data, FSA and EOC data.	3/23/2015 monthly
G2.B1.S1.MA1	The secondary PLC will track individual student progress monthly and report on use weekly at the meetings.	Mason, Suzan	9/29/2014	Benchmark data will be used and monthly student reports will show growth and skill mastery levels for students	3/23/2015 monthly
G3.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	Data will be reviewed monthly	Mason, Suzan	9/30/2014	Trend lines will be noted as well as student use in minutes of Stride Academy	6/1/2015 monthly

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Challenger School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Recording of data on the progress monitoring tool with the student's benchmark scores.	Mason, Suzan	9/29/2014	The program keeps logs. The benchmark assessments should show student progress on science concepts	4/20/2015 monthly
G4.MA1	Parent Attendance logs at each of the 3 events will indicate participation	Husnander, Laura	9/14/2014	Student writing samples, data on improvement on writing with details in the My Access program, and parent attendance logs.	4/8/2015 semiannually
G4.MA2	Attendance Logs at the parent nights and climate surveys	Husnander, Laura	11/5/2014	The attendance at the 3 parent/student meetings	4/8/2015 quarterly
G4.B1.S1.MA1	[no content entered]			once	
G4.B1.S1.MA1	[no content entered]			once	
G4.B2.S1.MA1	Rubric Scoring of student work will be recorded for tracking student progress. Attendance logs at the parent activity nights will show participation	Mason, Suzan	9/22/2014	There are 3 nights planned. The finished products will be individual family winter newsletters written by each child and family participating, there will be a scrapbook created in the spring semester.	5/4/2015 monthly
G4.B2.S1.MA1	The number of families participating in the program will be monitored. There will be writing activities in the My Access writing program that will indicate increased response length as students engage with family interviews and family night activities		11/5/2014	The finished scrapbooks and the data will show response quality and length on family related prompts compared to other prompts used that are not tied to experiences related to school activities.	12/10/2014 one-time
G5.MA1	Reports will be monitored to show progress consistent with each student's use and IEP goals	Mason, Suzan	9/30/2014	Minutes from the meeting and reports will show student progress. The second benchmark will show student progress.	6/1/2015 monthly
G5.B1.S2.MA1	[no content entered]			once	
G5.B1.S2.MA1	[no content entered]			one-time	
G6.MA1	[no content entered]			one-time	
G6.B1.S1.MA1	Data will result in changes in writing focus and skill is organization and supporting details	Husnander, Laura	Monthly data will show improvement in writing.	one-time	
G6.B1.S1.MA1	Student improvement data for teachers.	Mason, Suzan	9/22/2014	Students will show improvement in writing skills and using details to respond to literature and informational text. Writing scores will show a 50% improvement of students scoring 4.0 or better.	3/16/2015 monthly
G6.B1.S2.MA1	[no content entered]			once	
G6.B1.S2.MA1	[no content entered]			once	
G7.MA1	Monitoring iReady data on growth, and use	Bartsch, Lani	Students will show improvement on Benchmark data after the second benchmark test and 50% of students school wide will score proficient on the FCAT.	6/1/2015 every-6-weeks	
G7.B1.S1.MA1	Data on student use and progress with the iReady program.		Student Data on Benchmark assessment	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			#2 will show student improvement on specific skills		
G7.B1.S1.MA1	Student Data will be shared for progress monitoring		Student Data Reports will show individual student improvement.	once	
G8.MA1	Benchmark testing, agenda from training and observation of lesson.		10/6/2014	PLC Meeting notes, calendar of activities, improvement on benchmark testing in the area of science.	3/23/2015 monthly
G8.B1.S1.MA1	Benchmark assessment in the subsections where the unit occurred	Mason, Suzan	12/15/2014	Benchmark data and problem solving worksheet	3/9/2015 monthly
G8.B1.S1.MA1	Student interest surveys, evaluation of student projects and improvement on science assessments will be shared and tracked with the PLC progress monitoring tool.	Mason, Suzan	10/6/2014	Projects by students, surveys, improved scores on benchmark tests	3/23/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 100% of high school age students will be on track to graduate with their cohort by the end of the 2014-15 school year.

G1.B1 Some students come to Challenger credit deficient. These absences make the pace of the day difficult with many credits to recover.

G1.B1.S1 The Point and Level System will reward students for attendance.

PD Opportunity 1

Students will drop a level in privileges when absent

Facilitator

Participants

Schedule

Daily, from 8/18/2014 to 6/3/2015

G2. The Stride Academy program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores.

G2.B1 Training of teachers and consistent use of the program by the students

G2.B1.S1 Teachers will report on student use at weekly PLC meetings

PD Opportunity 1

The Stride Academy data will show student improvement in the targeted skills of individual students

Facilitator

Reading Coach for benchmark data and training

Participants

Liz Barnard, Monica Sharpley, Tamika Tomlinson, Gail Harvey

Schedule

Monthly, from 9/29/2014 to 3/23/2015

G3. The Stride Academy program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores.

G3.B1 Training and consistent use by the students.

G3.B1.S1 Teachers will be trained on Stride Academy by the end of September

PD Opportunity 1

Training is provided by the Stride Academy company and coordinated by the principal.

Facilitator

Laura Husnander

Participants

All teachers

Schedule

Monthly, from 9/29/2014 to 4/20/2015

G4. Parent Involvement in Literacy activities will improve by 10%.

G4.B1 The students we serve live throughout the county and have both physical and emotional disabilities making attendance to school events difficult.

G4.B1.S1 We will change the times of parent activities to connect with daytime services from area transportation support such as ARC

PD Opportunity 1

Times of curriculum nights for the younger students, pictures and literacy activities along with the meetings on transitioning adult age students will take place on the same afternoons. Parents and caregivers have expressed the need for these events to take place sooner in the day.

Facilitator

Participants

Schedule

Semiannually, from 11/5/2014 to 4/8/2015

G4.B2 Parent nights will require volunteerism from our staff.

G4.B2.S1 Teachers will be given compensatory time for these activities and the staff will be given shifts to minimize the amount of time invested

PD Opportunity 1

Arrange for, pay for photographer and advertise the process.

Facilitator

Participants

Schedule

On 12/10/2014

G5. Use of the iReady program in reading instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores.

G5.B1 There is training needed for this program

G5.B1.S2 Training will occur for teachers on September 10.

PD Opportunity 1

Data will be used to create monthly incentives for students to work on their targets (as identified in the iReady data).

Facilitator

Reading Coach

Participants

Literacy Leadership Team

Schedule

Monthly, from 9/10/2014 to 3/26/2015

G6. Writing samples will be evaluated monthly with the content unit assessments. All assessments will contain an extended response questions for student in grades 4-12. The component of responding to literature and information text will be assessed according to the FSA writing rubric for feedback. As a result, 66% of the students formally tested by the FSA will score at proficiency.

G6.B1 Students with emotional disabilities often refuse to write, even when the topic is understood.

G6.B1.S1 An academic incentive program was developed by the Literacy Council for students to get rewards for meeting the challenges of writing and typing.

PD Opportunity 1

Train E/LA teachers on the FSA Rubric for writing and responding to literature and informational text

Facilitator

Literacy Council

Participants

E/LA teachers Tamika Tomlinson, secondary, Lani Bartcsh and pat Beers elementary.

Schedule

Monthly, from 10/2/2014 to 3/12/2015

G6.B1.S2 Assess writing with responses to informational and literature texts connected writing prompts monthly.

PD Opportunity 1

Facilitator

Participants

Schedule

G7. Use of the iReady program in math instruction and diagnostic, for all students grade levels 3-5 (including FIAA students) will improve math proficiency for 50% of the students as indicated by the Developmental Scale Scores.

G7.B1 The programs use may not practically be used with student in courses requiring End of Course Exams.

G7.B1.S1 Math Teachers will work through their Professional Learning Community for evaluating iReady data and the curriculum response.

PD Opportunity 1

Train teachers in iReady assessment and curriculum

Facilitator

Lani Bartsch

Participants

Lani Bartsch, Pat Beers

Schedule

On 9/10/2014

G8. Interdisciplinary units will be created around Literature and Science Topics including field trips and experiments to improve student performance on FCAT Science for 50% of the students as indicated by the Developmental Scale Scores.

G8.B1 Students' deficiencies in reading and a unified science program make grade level instruction in science difficult

G8.B1.S1 Interdisciplinary units have been purchased that coordinate with the state curriculum and the district level experiments. The units will support learning.

PD Opportunity 1

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

Facilitator

Participants

Schedule

Semiannually, from 10/6/2014 to 3/23/2015

PD Opportunity 2

Purchase of books and materials for experimentation within the units.

Facilitator

Tamika Tomlinson and Lani Bartsch

Participants

All teachers

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 3: The Stride Academy program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores.	1,000
Goal 4: Parent Involvement in Literacy activities will improve by 10%.	0
Grand Total	1,000

Goal 3: The Stride Academy program will support progress monitoring and remediation design for all students grades 6-12. All students assessed on the FSA or FIAA will improve reading proficiency for 50% of the students as indicated by the Developmental Scale Scores.

Description	Source	Total
B1.S1.A1	Title I Part A	1,000
Total Goal 3		1,000

Goal 4: Parent Involvement in Literacy activities will improve by 10%.

Description	Source	Total
B2.S1.A1 - Donation	Other	0
B2.S1.A1 - Donation from private source		0
Total Goal 4		0