

# Challenger K 8 School Of Science And Math



2014-15 School Improvement Plan

## Challenger K 8 School Of Science And Math

13400 ELGIN BLVD, Spring Hill, FL 34609

[ no web address on file ]

### School Demographics

|                    |                |                                 |
|--------------------|----------------|---------------------------------|
| <b>School Type</b> | <b>Title I</b> | <b>Free/Reduced Price Lunch</b> |
| Combination        | No             | 34%                             |

|                               |                       |                 |
|-------------------------------|-----------------------|-----------------|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>Minority</b> |
| No                            | No                    | 24%             |

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A       | A       | A       | A       |

### School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

### 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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## Table of Contents

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|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>8</b>  |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>20</b> |
| Goals Summary   | 20        |
| Goals Detail  | 20        |
| Action Plan for Improvement   | 22        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>25</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>26</b> |
| Professional Development Opportunities  | 27        |
| Technical Assistance Items  | 28        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>29</b> |

## 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   | 4                 | <a href="#">Jim Browder</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Our mission is to instill high standards of learning in our students by aligning all elements of school life to achieve educational excellence.

##### Provide the school's vision statement

Ad astra per Aspera  
"To the stars through hard work."

#### School Environment

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

Challenger will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

For the 2014-2015 School Year all grade levels K-8 will be conducting Parent Nights to discuss school-wide procedures and classroom practices. Parents will be able to ask individual questions and review concerns and expectations with teachers as well as the new Florida Standards. Parents will be able to schedule parent/teacher conferences through the Guidance Department as well as parent/teacher Rtl conferences.

School-wide communication to parents will increase through the use of a Challenger K8 application which can be downloaded to any electronic device. School-wide email is used to communicate with parents via Edline and individual teacher sites. PTO and SAC meetings have been combined and will be held on the same evening once a month. GAC meetings will continue as they have in the past. The YMCA has agreed to provide free child care for all three organizations.

This year a comprehensive school counseling program is being implemented with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

In addition, cultural activities will be embedded within curriculum and daily course work (e.g., reading selections, writing prompts) etc. Professional development will be provided through-out the year to staff on increasing positive interactions with students and scheduled multicultural projects and events will take place to ensure that relationship-building is a clear priority.

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

Behavioral Assemblies will be held twice a year for grades 5-8. Anonymous bullying reporting boxes have been setup in three locations throughout the school for students to be able to report safety concerns as well as incidents of bullying and or harassment. On October 3rd, Marc Mero former WWE Wrestler turned Motivational Speaker, held an Anti-Bullying Assembly in the gym for our middle school students. Our on-site SRO conducts safety sweeps through the hallways checking on the welfare of our students and staff. Our SRO serves lunchroom duty each day to help build



relationships with our students as well as bus duty in the afternoons. Classroom guidance, anti-bullying and character education has been established through classroom "Mindful Missions". iHav is a group of former Challenger Alumni that comes back to help train and guide our middle school students in looking for and reporting signs of bullying behavior to staff. Middle School guidance counselors use "Be Cool in Middle School" curriculum with our students and deliver lessons through 6 week rotations during PE.

Professional development will be provided on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Examples include classroom guidance and supplemental solution focused small groups counseling supports.

**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**

Challenger K8 uses a Positive Behavioral Support system that has consistent school-wide rules and expectations for all common areas within the building. Individual classrooms use their own unique positive reinforcements to establish Tier I:

C - Courteous

H - Honest

O - On-task

M - Mindful

P - Positive

All student discipline data is tracked through the USF RtI:B Database and is reviewed bi-monthly by the SBLT. Challenger's PBS Team meets monthly to review classroom data to ensure students are engaged while in class. We strive to maintain a minimum of 4:1 ratio of positive interactions to ensure students remain engaged during instructional time as well as the infusion of "Whole Brain" teaching. A school-wide recognition system is in place for students who exhibit positive behavior and students receive a CHOMP Award and are recognized on the morning news for their efforts.

**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**

A community partnership has been established with Baycare Mental Health services. A Licensed Mental Health Counselor works closely with our Certified School Counselors to provide coping skills for students in grades 3-8. Individual and small group counseling is provided by the CSC based on student needs. "Mind Up" curriculum is utilized through the classroom teachers on a daily basis. High School students will provide mentoring on a weekly basis to select middle school students that have been identified through the problem solving process. A Check-in/Check-out system has been established with students in need of positive adult interactions and positive feedback throughout the school day. Challenger faculty and staff engage daily with identified staff (i.e. school counselor, school-based team leaders) to provide a differentiated delivery of services based on student/school need. Classroom guidance, assemblies, individual counseling and referrals to outside community resources are also utilized to help ensure the social-emotional needs of our students.

### 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**

Attendance is monitored daily by individual teachers. School-wide attendance is tracked quarterly by the Guidance Department. Truancy letters are sent home to the parents of students that have 15 or

more absences. Parent conferences are scheduled with the Child Study Team - CST. The importance of daily attendance is discussed along with implications of missing classroom instruction. Early intervention necessitates the establishment of Rtl procedures at the K,1 and 2 level to identify students that are at-risk. Students are then placed into the Tier process where interventions are tailored to their individual needs. For the 2014-2015 school year, Challenger purchased The Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) which are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are comprised of six measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties. K-2 students identified through this process will be properly placed and targeted for remediation.

All level 1 and 2 students are scheduled into remedial level courses and Rtl groups for Reading and Math. Students are progress monitored through DIBELS Next K-2, SuccessMaker, SRI, MobyMax, FAIR-FS, SAM Online, and on-going weekly common assessments.

An early warning system, directly related to academic progress/grades, is monitored quarterly.

Academic Saturday School may be assigned to students that fall below a 60% within the term. Middle school students who fail a core class within the 9 weeks are placed into Compass Grade Recovery and expected to complete the pre-test and learning path for those standards.

Students are assigned Behavioral Saturday School in lieu of out of school suspension. Whenever possible alternative site-based consequences are implemented to help decrease the number of days a student misses classroom instruction.

**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 |
|---------------------------------|-------------|---|----|----|----|----|----|----|----|-------|
|                                 | K           | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8  |       |
| Attendance below 90 percent     | 3           | 0 | 5  | 1  | 2  | 4  | 9  | 3  | 10 | 37    |
| One or more suspensions         | 4           | 8 | 14 | 15 | 14 | 22 | 23 | 45 | 38 | 183   |
| Course failure in ELA or Math   | 0           | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  |       |
| Level 1 on statewide assessment | 0           | 0 | 0  | 5  | 6  | 9  | 7  | 14 | 9  | 50    |

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

| Indicator | Grade Level | Total |
|-----------|-------------|-------|
|-----------|-------------|-------|

Students exhibiting two or more indicators

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

To improve the academic performance of students identified by the early warning system, Challenger implements the following:

- All level 1 and 2 students are scheduled into remedial level courses and Rtl groups for Reading and Math. Students are progress monitored through SuccessMaker, SRI, DIBELS Next, MobyMax, FAIR-FS, SAM Online, and on-going weekly common assessments. The SBLT meets to discuss progress monitoring data and utilizes the MTSS process to make modifications to strategies and interventions being used.
- Attendance is monitored daily by individual teachers. School-wide attendance is tracked quarterly by

the Guidance Department. Truancy letters are sent home to the parents of students that have 15 or more absences. Parent conferences are scheduled with the Child Study Team - CST. The importance of daily attendance is discussed along with implications of missing classroom instruction. Students whom meet the truancy criteria are processed through district level procedures.

- An early warning system, directly related to academic progress/grades, is monitored quarterly. Academic Saturday School may be assigned to students that fall below a 60% within the term. Middle School students who fail a core class within the 9 weeks are placed into Compass Grade Recovery and expected to complete the pre-test and learning path for those standards. Students who are unsuccessful in Compass Grade Recovery are required to complete the semester via Florida Virtual School.

- Students are assigned Behavioral Saturday School in lieu of ISS and OSS. Whenever possible alternative site-based consequences are implemented to help decrease the number of days a student misses classroom instruction. In some cases a daily "check-in and check-out" system is implemented to help progress monitor student success.

- Evidence-based interventions are used to close student need gaps related to our early warning system.

## 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?

No

#### **PIP Link**

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

#### **Description**

Challenger K8 works at building positive relationships with families to increase involvement and communication and to keep parents informed of their child's progress through the below methods:

- All grade levels K-8 will be conducting Parent Nights to discuss school-wide procedures and classroom practices. Parents will be able to ask individual questions and review concerns and expectations with teachers as well as the new Florida Standards.
- Parents will be able to schedule parent/teacher conferences through the Guidance Department as well as parent/teacher Rtl conferences.
- School-wide communication to parents will increase through the use of a Challenger K8 application which can be downloaded to any electronic device.
- School-wide email is used to communicate with parents via Edline and individual teacher sites. Student grades are uploaded once per week.
- Monthly PTO and SAC meetings have been combined and will be held on the same evening once a month. GAC meetings will continue as they have in past years and free child care will be provided.
- Yearly Fall Festival
- Established Challenger Community Partners 501(c)3
- Yearly Holiday Luncheon
- Quarterly Principal's Address
- High School Transitional Meetings
- Mandatory Parent Volunteer Hours (8 per family)
- Math-e-Mania
- Monthly Community Partner Movie Nights

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Challenger K8 has established its very first Challenger Community Partners 501(c)3 which works to build relationships with local businesses to raise money for various technology and curriculum needs. Since being established CP with Challenger has raised over \$60,000.

We have also partnered with BayCare Mental Health systems to provide group counseling services to identified students in need. This partnership will also extend to the students family as well.

**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               |
|--------------------|---------------------|
| Maine, Michael     | Principal           |
| Agard, Jackie      | Assistant Principal |
| Jensen, Anna       | Assistant Principal |
| Tormey, Kristen    | Assistant Principal |
| Frazier, Tracy     | Teacher, K-12       |
| Ledford, Leigh Ann | Instructional Coach |

**Duties**

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

Each member of the School Based Leadership Team (SBLT) meets on a bi-weekly basis to analyze academic and student engagement data, monitor the implementation of SIP strategies, and engage in the steps of problem solving when progress toward identified goals is not evident or is questionable in a given area. The SBLT organizes and coordinates MTSS efforts by working closely with grade level teams, the Literacy Leadership Team, the PBS Team, and others on campus. Most teams have a representative serving on the SBLT to ensure communication and consistent implementation of strategies identified in the SIP. While the SBLT may ensure allocation of resources, the other school teams may be asked to engage in detailed problem analysis, intervention development, and intervention implementation when data are not indicative of expected gains or progress towards SIP goals.

- Administrator - Provide leadership for the team and school, ensure follow-up and appropriate allocation of resources
- Facilitator - Lead the meeting according to the agenda, ensure steps of problem solving are followed in any discussion
- Note Taker - Record discussion during the meeting and ensure all participants receive a copy of the minutes
- Time Keeper - Keep the meeting moving according to the times allocated on the agenda, maintain focus of the meeting and reign in off-topic discussion

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Data sources and management systems used to access and analyze student data include: FAIR-FS, SRI, DIBELS Next, Performance Matters (SAM), USF RtI:B Database, PBS, SuccessMaker, Success Tracker, Moby Max, Reflex Math, weekly common grade level assessments and department assessments. Teachers will be compiling data reflecting common grade level assessments to be discussed in PLC to guide instruction and best practices. Challenger utilizes the USF RtI:B Database to compile behavioral data which is then discussed at SBLT meetings. TERMS reports are run bi-weekly to review attendance goals to include both absences and tardies. The guidance department will send home parent letters and schedule conferences as needed based on the data.

The SBLT facilitates the overall infrastructure development and supports implementation of learning strategies for all students (Tier I strategies), as well as targeted instructional strategies (Tier II) and intensive intervention (Tier III), through scheduling and allocation of resources. The SBLT analyzes aggregate/group data at the Tier I and Tier II levels. When individual student data analysis and problem solving is necessary, a separate individual student problem solving team (e.g. parent-teacher conference subcommittee of the SBLT, specialized team, IEP team, etc.) is convened.

### **School Advisory Council (SAC)**

#### **Membership**

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

| Name              | Stakeholder Group  |
|-------------------|--------------------|
| Maria Hall        | Business/Community |
| Debbye Warrell    | Teacher            |
| Michael Maine     | Principal          |
| Kristen Tormey    | Teacher            |
| Kate Fischer      | Teacher            |
| Nicole Franz      | Teacher            |
| Betty Draper      | Parent             |
| Elizabeth Gannon  | Parent             |
| Scott Charboneau  | Parent             |
| Sadaf Sami        | Parent             |
| Ahmad Zuhdi       | Parent             |
| Glenys Morera     | Parent             |
| Sarah Bombly      | Parent             |
| Michelle MacLenna | Parent             |
| Maria Laskoski    | Business/Community |
| Gregg Laskoski    | Parent             |
| Lauren Laskoski   | Business/Community |
| Allie Cross       | Parent             |
| Angelica Jimenez  | Parent             |
| Mike Clurman      | Parent             |
| Diane Black       | Parent             |
| David Black       | Parent             |

### 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*

Florida Statute 24.121 (5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan
- Monies may be expended only on programs or projects selected by the School Advisory Council
- Neither School District staff nor principals may override the recommendations of the School Advisory Council
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year
- SAC assists in the preparation, development and evaluation of the School Improvement Plan by attending and participating in School Improvement meetings in which groups of teachers, administrators and community members work collaboratively to establish year long goals and objectives

*Development of this school improvement plan*

The School Advisory Council (SAC) is a team of people representing various segments of the community - parents, teachers, students, administrators, support staff, business/industry people and other interested community members. SAC assisted in the preparation, development and evaluation of the School Improvement Plan by attending and participating in School Improvement meetings in which groups of teachers, administrators and community members work collaboratively to establish year long goals and objectives.

*Preparation of the school's annual budget and plan*

The role of the School Advisory Council (SAC) at Challenger is to assist the principal with the annual school budget. Additionally, SAC receives funds to be used at the discretion of the School Advisory Council. This year the School Advisory Council plans to assist funding to include but not limited to: lunchroom duty supplements, funds to attend various training's and conferences (research based/ best practices), school-wide PBS goals, etc.

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

For the last two school years SAC did not receive any allocated dollars.

***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               |
|--------------------|---------------------|
| Ledford, Leigh Ann | Instructional Coach |
| Maine, Michael     | Principal           |
| Tormey, Kristen    | Assistant Principal |
| Jensen, Anna       | Assistant Principal |
| Brockhoff, Bonnie  | Teacher, K-12       |
| Day, Katie         | Teacher, K-12       |
| Howard, Tiffany    | Teacher, K-12       |
| Lopez, Linda       | Teacher, K-12       |
| Visceglie, Stacey  | Teacher, K-12       |
| Warrell, Debbye    | Instructional Media |

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team supports text complexity by assisting teachers with the selection and evaluation of complex texts to use within the classroom. To do this effectively, team members must have a working knowledge of the three components of text complexity. The Literacy Leadership Team also helps to support instructional skills to improve reading comprehension by developing CIS lessons for teachers and by promoting the five guiding principles. The Literacy Leadership Team

helps to promote reading throughout the school and researches various ways to promote and increase reading achievement.

The Literacy Leadership Team will promote and develop the five guiding principles:

- Make close reading and rereading of texts central to lessons
- Provide scaffolding that does not preempt or replace text
- Ask text dependent questions from a range of question types
- Emphasize students supporting answers based upon evidence from the text
- Provide extensive research and writing opportunities (claims and evidence)

## 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**

Challenger K8 has established a "New Teacher Academy" and will hold regular meetings with new teachers and the leadership team. All new teachers will be assigned to mentors. Monthly staff meetings and leadership meetings will be held for proper dissemination of information. Each team and department will participate in bi-monthly PLC's to ensure that proper professional collaboration is taking place and that grade level and department level data is being shared. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Challenger Administration will work hard to recruit highly qualified teachers that are motivated and accustomed to working in a highly successful school. Administration will utilize the District HR Department to provide advice on all hiring and placement procedures. Challenger will participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants. Once hired Challenger staff will monitor and assist all applicants in the hiring process in an effort to reduce length of hiring and increase instructional time. Teachers will be supported at all levels and on-going professional development will be provided through PLC's, grade level and department level meetings. When appropriate, professional development will also be provided in large group via faculty meetings. All new teachers to Challenger are assigned a mentor based on personality, common grade level and/or course, planning periods, exceptionalities and common responsibilities.

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

All new teachers to Challenger are assigned a mentor based on personality, common grade level and/or course, planning periods, exceptionalities and common responsibilities. School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. The following is a list of planned mentoring activities that both mentor and mentee will participate in:

- Review Mentoring Log
- Lesson Plan Template Review
- Model Instruction
- Needs Assessments
- Challenger "Who's Who"



- Master Scheduling
- Various Teacher Responsibilities
- MTSS

## 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***

Challenger creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing and math curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Challenger hosted its very own "Florida Standards Workshop" on October 10th, where teams of teachers met for a full day to discuss the new standards and to identify gaps in instruction from one grade level to the next. Teachers received all of the test-item specifications from the new FSA along with a list of resources and were encouraged to backwards plan starting with their weekly common assessments in both reading and math as well as teaching the standards versus the basal series.

#### 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***

The School-Based Leadership Team (SBLT) meets on a bi-weekly basis to analyze academic and student engagement data, monitor the implementation of SIP strategies and engage in the steps of problem solving when progress toward identified goals is not evident or is questionable in a given area. The SBLT organizes and coordinates MTSS efforts by working closely with grade level teams, the Literacy Leadership Team, the PBS Team and other various stakeholders on campus. Challenger's master schedule is designed to provide designated MTSS times to elementary grade levels. "Fluid Walls" are used to provide both remediation and enrichment to students within the grade level outside of the standard allocated time for reading and math. At the middle school level all students that receive a Level 1 or II on the Florida Comprehensive Assessment Test, are scheduled into remediation periods in addition to their standard period for ELA and Math. Individual tiered services are provided to students during these times.

Challenger ensures every teacher contributes to the literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule that allows writing to be infused through-out all content areas during the day
- Providing remediation and enrichment based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering common assessments which measure instructed standards
- Monitoring progress at the class and grade level during PLC meetings

- Conducting data chats with students
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on their individual lexile levels
- Students receiving push-in/pull out services for ESE/ELL

On October 10th, 2014, Challenger teachers met for a full day and held grade level articulation meetings to align and discuss gaps within LAFS, MAFS, Science and Social Studies standards. This fully dedicated day allowed teachers to collaborate and hold professional dialogue about increasing rigor, text complexity, interactive journaling and inquiry based instruction across all content areas.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

## 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**

All members of the Challenger staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

### 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**

N/A

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

N/A

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

**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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we involve a student's whole brain in learning, then there will be limited time remaining for challenging behavior, thereby, increasing instructional time and time on-task resulting in an increase in our proficiency on statewide assessments in all content areas.

## 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.** If we involve a student's whole brain in learning, then there will be limited time remaining for challenging behavior, thereby, increasing instructional time and time on-task resulting in an increase in our proficiency on statewide assessments in all content areas. **1a**

 G045000

**Targets Supported** **1b**

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students      | 91.0          |
| AMO Reading - All Students   | 91.0          |
| FAA Writing Proficiency      | 77.0          |
| FCAT 2.0 Science Proficiency | 89.0          |

**Resources Available to Support the Goal** **2**

- "Whole Brain" - Professional Development
- "Whole Brain" - Materials
- Common Grade Level/Department MTSS Times for Remediation and Enrichment
- "Whole Brain" - School Culture and Common Language K-8
- "Whole Brain" - Model Classrooms
- "Whole Brain" - Master Teachers
- Supportive and Committed Leadership

**Targeted Barriers to Achieving the Goal** **3**

- Teacher's Knowledge and Skills at Varying Levels
- Funding for Additional PD

**Plan to Monitor Progress Toward G1.** **8**

The SBLT will closely monitor the effectiveness of the strategy by using classroom walk-through data, weekly common assessments and SAM benchmark assessments. Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas.

**Person Responsible**

Tracy Frazier

**Schedule**

Monthly, from 10/10/2014 to 6/1/2015

**Evidence of Completion**

Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas.

## 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.** If we involve a student's whole brain in learning, then there will be limited time remaining for challenging behavior, thereby, increasing instructional time and time on-task resulting in an increase in our proficiency on statewide assessments in all content areas. **1**

 G045000

**G1.B1** Teacher's Knowledge and Skills at Varying Levels **2**

 B110956

**G1.B1.S1** Provide on-going professional development to all faculty and progress monitor their development over time. **4**

 S122708

### Strategy Rationale

Providing on-going professional development and support will allow faculty to become more knowledgeable and effective in implementing "Whole Brain" strategies.

### Action Step 1 **5**

"Whole Brain" on-going professional development will be scheduled throughout the year.

#### Person Responsible

Jackie Agard

#### Schedule

Every 2 Months, from 10/10/2014 to 6/1/2015

#### Evidence of Completion

ERO Inservice Forms, Professional development Sign-In Sheets

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

Faculty and staff professional development will be monitored through use of PD sign-in sheets and evidence of classroom implementation through classroom walk-throughs and lesson plan documentation.

**Person Responsible**

Jackie Agard

**Schedule**

Monthly, from 10/10/2014 to 6/1/2015

**Evidence of Completion**

Classroom walk-through data, lesson plan documentation, PD sign-in sheets, common weekly assessment data, along with SAM data.

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

The SBLT will closely monitor the effectiveness of the strategy by using classroom walk-through data, weekly common assessments and SAM benchmark assessments. Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas.

**Person Responsible**

Tracy Frazier

**Schedule**

Monthly, from 10/10/2014 to 6/1/2015

**Evidence of Completion**

Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas.

## G1.B2 Funding for Additional PD 2

B110957

**G1.B2.S1** Submit Title II requests to fund professional development. If Title II funding is not available, work with SAC and PTO as possible funding sources for PD. Use of Challenger "Whole Brain" master teachers to provide support and free professional development to new faculty. 4

S122722

### Strategy Rationale

Increasing the number of funding options available and using "Whole Brain" master teachers will allow us to reach faculty that are struggling with "Whole Brain" teaching strategies and techniques.

### Action Step 1 5

We will explore additional funding sources to provide "Whole Brain" PD to faculty and staff.

#### Person Responsible

Kristen Tormey

#### Schedule

On 10/31/2014

#### Evidence of Completion

Funding request forms and SAC and PTO approved minutes.

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

All Title II requests will be in accordance with our Professional Development Plan. Copies of these requests will be kept in our PD binder along with SAC and PTO requests for funding forms as well as SAC and PTO minutes reflecting approval/denial of those funds.

#### Person Responsible

Jackie Agard

#### Schedule

Monthly, from 10/10/2014 to 6/1/2015

#### Evidence of Completion

Copies of these requests will be kept in our PD binder along with SAC and PTO requests for funding forms as well as SAC and PTO minutes reflecting approval/denial of those funds.



**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

The SBLT will closely monitor the effectiveness of the strategy by using classroom walk-through data, weekly common assessments and SAM benchmark assessments. Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas.

**Person Responsible**

Tracy Frazier

**Schedule**

Monthly, from 10/10/2014 to 6/1/2015

**Evidence of Completion**

Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas.

**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       |
|--------------|---|-----------------|-------------------------------|--|-------------------------|
| G1.B1.S1.A1  | "Whole Brain" on-going professional development will be scheduled throughout the year.  | Agard, Jackie   | 10/10/2014                    | ERO Inservice Forms, Professional development Sign-In Sheets   | 6/1/2015 every-2-months |
| G1.B2.S1.A1  | We will explore additional funding sources to provide "Whole Brain" PD to faculty and staff.  | Tormey, Kristen | 10/10/2014                    | Funding request forms and SAC and PTO approved minutes.  | 10/31/2014 one-time     |
| G1.MA1       | The SBLT will closely monitor the effectiveness of the strategy by using classroom walk-through data, weekly common assessments and SAM benchmark assessments. Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas. | Frazier, Tracy  | 10/10/2014                    | Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas. | 6/1/2015 monthly        |
| G1.B1.S1.MA1 | The SBLT will closely monitor the effectiveness of the strategy by using classroom walk-through data, weekly  | Frazier, Tracy  | 10/10/2014                    | Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole   | 6/1/2015 monthly        |

| Source       | Task, Action Step or Monitoring Activity  | Who            | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date |
|--------------|---|----------------|-------------------------------|--|-------------------|
|              | common assessments and SAM benchmark assessments. Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas.  |                |                               | Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas.  |                   |
| G1.B1.S1.MA1 | Faculty and staff professional development will be monitored through use of PD sign-in sheets and evidence of classroom implementation through classroom walk-throughs and lesson plan documentation.   | Agard, Jackie  | 10/10/2014                    | Classroom walk-through data, lesson plan documentation, PD sign-in sheets, common weekly assessment data, along with SAM data.   | 6/1/2015 monthly  |
| G1.B2.S1.MA1 | The SBLT will closely monitor the effectiveness of the strategy by using classroom walk-through data, weekly common assessments and SAM benchmark assessments. Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas. | Frazier, Tracy | 10/10/2014                    | Classroom walk-through data and teacher lesson plans should show evidence of documented "Whole Brain" strategies being used across all content areas. Weekly common assessments and SAM benchmark assessment data will be reviewed regularly by the SBLT to determine whether adequate progress is being made toward the goal. Student data should show signs of consistent and sustained improvement in all tested content areas. | 6/1/2015 monthly  |
| G1.B2.S1.MA1 | All Title II requests will be in accordance with our Professional Development Plan. Copies of these requests will be kept in our PD binder along with SAC and PTO requests for funding forms as well as SAC and PTO minutes reflecting approval/denial of those funds.  | Agard, Jackie  | 10/10/2014                    | Copies of these requests will be kept in our PD binder along with SAC and PTO requests for funding forms as well as SAC and PTO minutes reflecting approval/denial of those funds.   | 6/1/2015 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.** If we involve a student's whole brain in learning, then there will be limited time remaining for challenging behavior, thereby, increasing instructional time and time on-task resulting in an increase in our proficiency on statewide assessments in all content areas.

### **G1.B1** Teacher's Knowledge and Skills at Varying Levels

**G1.B1.S1** Provide on-going professional development to all faculty and progress monitor their development over time.

#### **PD Opportunity 1**

"Whole Brain" on-going professional development will be scheduled throughout the year.

##### **Facilitator**

Chris Biffle - Whole Brain Teaching

##### **Participants**

Challenger K-8 Faculty

##### **Schedule**

Every 2 Months, from 10/10/2014 to 6/1/2015

## Technical Assistance Items

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

**G1.** If we involve a student's whole brain in learning, then there will be limited time remaining for challenging behavior, thereby, increasing instructional time and time on-task resulting in an increase in our proficiency on statewide assessments in all content areas.

### **G1.B2** Funding for Additional PD

**G1.B2.S1** Submit Title II requests to fund professional development. If Title II funding is not available, work with SAC and PTO as possible funding sources for PD. Use of Challenger "Whole Brain" master teachers to provide support and free professional development to new faculty.

#### **PD Opportunity 1**

We will explore additional funding sources to provide "Whole Brain" PD to faculty and staff.

##### **Facilitator**

Kristen Tormey

##### **Participants**

Challenger K-8 Faculty and Staff

##### **Schedule**

On 10/31/2014

## Budget Rollup

### Summary

| Description  | Total        |
|--|--------------|
| <b>Goal 1:</b> If we involve a student's whole brain in learning, then there will be limited time remaining for challenging behavior, thereby, increasing instructional time and time on-task resulting in an increase in our proficiency on statewide assessments in all content areas. | 4,500        |
| <b>Grand Total</b>   | <b>4,500</b> |

**Goal 1: If we involve a student's whole brain in learning, then there will be limited time remaining for challenging behavior, thereby, increasing instructional time and time on-task resulting in an increase in our proficiency on statewide assessments in all content areas.**

| Description           | Source   | Total        |
|-----------------------|----------|--------------|
| <b>B1.S1.A1</b>       | Title II | 1,500        |
| <b>B1.S1.A1 - PTO</b> | Other    | 2,000        |
| <b>B1.S1.A1 - SAC</b> | Other    | 1,000        |
| <b>Total Goal 1</b>   |          | <b>4,500</b> |