

# Pathways Academy



2014-15 School Improvement Plan

## Pathways Academy

1301 NW LABONTE LN, Lake City, FL 32055

<http://www.columbia.k12.fl.us/pathways/index.html>

### School Demographics

**School Type**

Combination

**Title I**

No

**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 Columbia 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>.

---

## Table of Contents

---

<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>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>27</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	29
Technical Assistance Items	30
<b>Appendix 3: Budget to Support Goals</b>	<b>31</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	2	<a href="#">Wayne Green</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 at Challenge Learning Center is to create a quality respectful learning environment in which we teach students to use critical thinking skills as they problem solve, self monitor, and use appropriate social skills. The students, staff, and community members work cooperatively together to build sound life preparation skills for all students. This collaborative effort will provide students with the knowledge, skills, attitudes, and behaviors to become productive, employable, responsible citizens.

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

Challenge Learning Center provides innovative programs designed to provide each child with a creative, nurturing, and collaborative environment in which they demonstrate their abilities to produce and solve problems. Our goals includes improving academic success, modify unacceptable behaviors, and improve school attendance. Challenge Learning Center believes that all students can learn when a program is delivered in a structured and disciplined environment and is individualized to meet their abilities and needs. It is the belief of the staff at Challenge Learning Center that cooperation with the community agencies, such as the Department of Juvenile Justice, Meridian Mental Health, and the Department of Children and Family Services, is necessary in creating a successful learning environment.

#### School Environment

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

Challenge is a K-12 Alternative School that is smaller than our traditional schools in the area. We have the opportunity of getting to know each of our students on a more personal level. Our teachers are sensitive to the diverse population and the needs of all of our students. They schedule and plan school wide multicultural activities to build cultural sensitivity among both students and staff.

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

The faculty, staff, and students at Challenge work collaboratively with our community leaders to ensure that all of our students feel safe and respected before, during, and after school. We incorporate the following to ensure a safe and respected environment:

- \* Anti-bully Policy
- \* Sheriff Department
- \* Local Police Department
- \* Probation Agencies
- \* Meridian Counseling
- \* Campus Security
- \* Community and Parent Involvement
- \* Daily personal searches for drugs/weapons
- \* CPI Trained
- \* Students movement within the school setting is monitored via walkie talkies

**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**

Challenge Learning Center is a transitional alternative K-12 school. Our behavioral system is built within two (2) separate levels, our elementary component concentrates on the level/point system with built in incentives. Each student's goal is to achieve the highest level of 5-20 and maintain this status for four (4) weeks. This status will initiate a team meeting to discuss the child's transition back to his or her home school with needed support. All elementary faculty and staff have been trained on how to implement it with validity. Our secondary component is built in our Transitional Agreement which is posted in each class and throughout the campus. All secondary students are aware of the three (3) transitional requirements. These requirements are to have no more than two (2) major referrals, 2.0 average, and no more than five (5) unexcused absences. The faculty and staff at Challenge has created a positive environment where students know what is expected of them at all times.

**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**

Challenge will ensure the social and emotional needs of all students are being met through the following:

- \* Social skills taught twice a week
- \* Character ed lessons taught twice a week
- \* Peer mentoring
- \* School wide Meridian counseling
- \* Department of Juvenile Justice Exit Counseling
- \* Probation Officer/Check In
- \* Inclusion Support bi-weekly meetings to discuss students with disabilities with barriers to academic and social success

**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**

K-12

Students who miss 10 percent or more of available instructional time.

Students who fail one or more core classes

Students who receive two or more behavior referrals.

Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5). F.S.

Students with one or more absences within the first 20 days.

Performance on FL assessment - Level 1 or 2

Performance on district assessment

Students in grades 6-12 with grade point average less than 2.0

**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
	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	11	13	15	6	9	6	5	65
One or more suspensions	0	0	0	2	0	8	11	7	4	3	2	2	39
Course failure in ELA or Math	0	0	3	2	2	10	6	14	4	6	4	1	52
Level 1 on statewide assessment	1	3	3	2	2	6	7	8	1	4	4	12	53

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

Indicator	Grade Level											Total
	K	1	3	4	5	6	7	8	9	10	11	
Students exhibiting two or more indicators	1	2	2	2	3	4	10	3	3	4	3	37

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

The intervention strategies that are employed by the school to improve the academic performance of the students identified by the early warning system consists of the following:  
 School Base Leadership Team Review  
 Academic Credit Recovery  
 Inclusion Support  
 Reviewing student data  
 Edgenuity Blended Curriculum  
 During school and after school intervention support  
 Additional resources and support provided to the student  
 On going progress monitoring to determine progress and changes that need to be made to the intervention strategies.

**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**

Challenge Learning Center will increase parent involvement by 25% through activity days used to increase student performance. Parents will be solicited as school volunteers. Parents will have an opportunity to be involved with CLC's Career Fair. A quarterly newsletter will be distributed to inform parents of CLC news and events. Parents will be invited to serve on the School Advisory Council. Teachers will contact 90% of parents during 2014-2015 via CAP logs. In addition to PIP strategies parents must attend transitional staffing, during this staffing all academic, behavior, and attendance expectations are discussed.

Challenge Learning Center is determined to increase parent involvement. Parents are encouraged to

attend our Family Academic Awareness Day (FAAD). This day is designed for both elementary and secondary parents to visit his/her child's classroom at least once every grading period. It takes place on Saturday's from 11:00 - 1:00 p.m. On the secondary level we have an Academic Core Tutorial (ACT) day which is designed to assist grades 6-12 with remediation in the core subjects (reading, math, english and social studies). "ACT" will take place in conjunction with "FAAD" on the same Saturday.

Parents are aware of the school's mission and vision through ongoing communication from administration, and staff. Parents are kept informed of their child's progress through daily behavior reports, academic progress reports and/or contact. A parent day "CAP" which takes place during the middle of each grading period.

**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**

Challenge Learning Center reaches out to our local businesses and churches to provide and secure resources to support the school and promote student success. The following business contributes to this overall success:

1. New Day Spring Missionary Baptist Church - school supplies, clothes closet and mentors
2. Haverty's Supper Market - Incentives
3. Kirk Koon Trucking - Incentives
4. JHJ Trucking - Incentives
5. Frank's Diner - Incentives
6. Women of the Elks - school supplies
7. Hopeful Baptist Church - Incentives

**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
Hill, Deborah	Principal
Parker, Mary	Teacher, K-12
Murrow, Monica	Teacher, K-12
Allen, Michael	Assistant Principal

**Duties**

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

Deborah Hill is the school Principal and SBLT leader. She provides the vision for the team and ensures that the team is functioning properly by the use of data-based decision-making. Additionally, Mrs. Hill communicates with parents in order to keep them updated about team plans and activities. The SBLT team meets on a regular basis. During each meeting the team will focus on one item or issue identified by the team. They will also focus on the following: evaluate student progress, facilitates communication with the professional development learning community, builds the capacity of the school to address parent and staff concerns, advances policies and procedures that enhance achievement and meet educational safety and parent involvement goals.

**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**

The purpose of the SBLT in our school is to ensure high quality instruction/intervention is coordinated with the needs of our students using performance levels and learning rates over time to make data-based decisions to guide instruction thus maximizing students success. The SBLT reviews pertinent data to identify and define the progress of students performing below proficiency and clarify the enrichment and acceleration needs of students above proficiency. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes ( behavior, attendance, etc.) The team uses the Problem Solving Model and All decisions are guided by the review and analysis of student data. Challenge Learning Center provides a drop-out prevention program for students who are not able to be successful in the traditional school setting. Some of the advantages are:

- \* It provides a smaller teacher/student ratio
- \* Smaller class sizes
- \* Inclusion support in all classes
- \* More one-on-one support

The SBLT is considered the main leadership team in our school. The SBLT will utilize the problem solving process to:

- \*Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
  - \*Based on student data, recommend, coordinate, and implement supplemental services (Tier 2 and 3) that match students' non-mastery of skill through: Intensive Reading and Writing Workshops
  - \*Subject area teams meet once a week to review and evaluate the alignment of the school resource map
  - \*Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
  - \*Determine the school-wide professional development needs of faculty and staff; arrange training aligned with the SIP goals
  - \*Review and interpret student data (academic, behavior and attendance) at the school and grade levels
  - \*Organize and support systematic data collection as needed
  - \*Strengthen the Tier 1 (core curriculum) instruction through supportive coaching, management of resources, and providing professional development in research based instructional strategies
- All Federal and State Funds are allocated based on Challenge Learning Center's FTE count. Other funds, services and programs are disbursed based on the school's needs assessment. Challenge receives SAI Funds which are used for remediation in the areas of Science, Writing, Reading, and Math.

This year Challenge Learning Center has an opportunity to participate in the Teacher Incentive Grant (TIF). This grant will enable teachers to receive additional professional development as well as receiving additional compensation. The compensation will be based on their final evaluation. The compensation bonus will be granted to all teachers that receive an effective or highly effective on their final evaluation.

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

### **Membership**

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

Name	Stakeholder Group
Debroah Hill	Principal
Mary Shakepeare	Education Support Employee
Monica Murrow	Teacher
Mrs. Lori Ward	Parent
Kirk Koon Trucking Company	Business/Community
Audre' Washington	Business/Community
Latrice White- Charles	Parent
Officer Michael Lee	Business/Community
Mary Markham	Teacher
George Walker	Parent
Tammy Raymer	Parent
Mary Parker	Teacher

### 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*

During the final SAC Meeting of the school year, the 2013-14 school improvement plan was reviewed with the SAC attendees to discuss strengths, weakness, and and any ideas and initiatives for the 2014-15 school year.

*Development of this school improvement plan*

The SAC committee will provide input, guidance, and assistance to the school's faculty and staff in areas such as budgeting, goal setting, barriers, and progress monitoring. To determine our goals, team members examine performance, attendance and discipline data. We use this data to keep our focus on the goals identified in the plans and to adjust them as needed to ensure we provide the maximum support for student learning.

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

Administration develops budgets and plans based on routine, academic, and safety needs. Members have the opportunity to ask questions or make suggestions about needed resources.

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

\$200 of SIP funds will be utilized to purchase educational remediation resources for Reading, Math, and Science. \$189 of SIP funds will be applied to improving student attendance and reducing student referrals.

Funds were used to purchase walkie-talkies for school safety equipment.

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

No

*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
Hill, Deborah	Principal
Parker, Mary	Teacher, K-12
Gay, Jane	Teacher, K-12
Jeffers, Donna	Teacher, K-12
Morgan, Elaine	Teacher, K-12
Cheshire, Alice	Teacher, K-12
Wright, Alie	Teacher, K-12

### Duties

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

The LLT team will work with teachers to assist in improvement of students reading performances on FCAT 2.0, district's assessments FAIR and Performance Matters, and student reading scores at state level. The LLT team will ensure reading literacy and writing are infused across the curriculum.

## 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**

Instructional staff will participate in weekly PLC meetings focused on curriculum alignment, instructional practices and common assessment development. They will evaluate the effectiveness of planning and instruction as these relate to assessment results. All faculty members will actively engage in these meetings. CLC Sunshine Committee plans activities to promote staff morale. All teachers have a common planning time.

The following committees meet on a monthly basis:

School Improvement Plan Team

Discipline Team Team

Literacy Team

RTI Leadership/Assessment Team

Writing Team

Newsletter Team

Incentive Team

Safety Committee & Crisis Response Team

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

\*The principal will review district applicable files for possibly hiring highly qualified teachers.

\*The principal will meet with new teachers regularly.

\*The principal will also partner new teachers with a veteran teacher.

\*Attend job fairs

The principal shall be responsible for hiring teachers, meeting with teachers, and partnering new teachers with a veteran teacher.

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

The Challenge Learning Center's mentoring program is to provide support and services for both new and veteran teachers. A mentee is paired with a highly effective mentor. During this time, they will develop a calendar of activities. The mentor will observe the mentee three times per a nine week period. The mentor will also model effective strategies three times per a nine week period. The mentee and mentor will meet with the principal for reflection and feedback. The principal will set-up a formal observation and discuss classroom walk-throughs.

## **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***

At CLC we have blended curriculum called Edgenuity and all staff have been trained. Instructional staff participate in Professional Learning Communities which focus on curriculum alignment, instructional strategies, common assessments and data analysis. PLC's utilize district curriculum maps, which are aligned to state standards. District Instructional Coaches for science, math, history, and english/language arts are to assist staff as resources in raising academic performance of our students.

#### **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***

Teachers study formative/district assessment results to plan for instruction. They form small groups and provide strategies to meet their students differentiated need. SBLT studies Early Warning Systems data and assessments results to monitor the effectiveness of strategies being implemented. SBLT monitors the implementation and fidelity of instructional practices and studies district/state assessment results to identify the areas of strengths and weakness. Inclusion support is provided in each class to assist those students that has been identified with individuals educational plans (IEP).

***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:** Summer Program

**Minutes added to school year:** 0

Edgenuity is a curriculum-based software program which is self-paced and independent according to each student's ability and the program provides enrichment.

**Strategy Rationale**

Challenge Learning Center has set aside 30 minutes daily for remediation/intervention for academic deficiencies to improve students performance.

Family Academic Awareness Day (FAAD) is designed for both elementary and secondary parents to visit his/her child's classroom at least once every grading period. It takes place on Saturday's from 11:00 - 1:00 p.m. On the secondary level we have an Academic Core Tutorial (ACT) day which is designed to assist grades 6-12 with remediation in the core subjects (reading, math, english and social studies). "ACT" will take place in conjunction with "FAAD" on the same Saturday.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Hill, Deborah, hilld@columbiak12.com

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

Student data collected from Performance Matters, Fair, Florida Standard Assessment, and Edgenuity Reports are analyzed to assess students performances to ensure development plans are implemented for student success.

**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**

Each incoming student has a staffing with the Principal/Assistant Principal, they discuss the school wide procedures and what it takes to be successful at Challenge. They also focus on what the students needs to do to transition back to his/her home school. In addition to this a school wide Awareness assembly is scheduled. During this time, the rules and regulations are discussed. All middle and high school students receive a one-on-one academic review. This review gives them a chance to look at their academic history. They are advised on what district/state assessments are needed for graduation. They are also advised on the requirements needed for post secondary transition.

Elementary participates in Open House and parent nights which are tailored to the specific needs of our students and the programs at Challenge Learning Center. Parents are invited and encouraged to become school volunteers.

**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**

The principal converses with high school guidance counselors to discuss each high school students' academic history. This ensures that each student is on target for graduation and it also ensures that the student courses are aligned with their career path. Middle school students taking Civics will be introduced to career planning.

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

Challenge Learning Center offers electives such as business, computers, and HOPE. The STAR character building program is utilized periodically through-out the year. These courses focus on improving job skills and preparing students to become productive citizens.

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

Students with FCAT reading levels 1 and 2 are scheduled into intensive reading classes where focus is placed on strategies that will assist students readiness for postsecondary transition. CLC offers a Career Fair to all students for informative notifications concerning postsecondary education and career opportunities. CLC staff encourages students to meet transition requirements to return to their home school so they have the opportunity to participate in dual enrollement and AP courses.

***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***

Based on the analysis of the High School Feedback Report, CLC is showing increases across the board in Pre-Graduation Indicators. The local high school offers the SAT and ACT. Whenever it is offered on campus as a convenience all of our high school students participates.

## 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.** Challenge Learning Center shall increase the writing proficiency of students by 15%.
- G2.** CLC shall utilize the problem-solving process to focus efforts to increase student attendance to 85% thus reducing the number of suspensions.

## 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. Challenge Learning Center shall increase the writing proficiency of students by 15%. 1a**

G044883

**Targets Supported 1b**

Indicator	Annual Target
CELLA Writing Proficiency	15.0

**Resources Available to Support the Goal 2**

- The resources available to the support the goal are Performance Matters, FAIR, FCAT Explorer, and FCIM. Other resources available include Study Island, FI Achieves, Edgenuity, Buckle Down, and Resource Books for Students with Disabilities.

**Targeted Barriers to Achieving the Goal 3**

- The students at Challenge Learning Center transition throughout the school year. We may have students transition to their home school before the year ends, as well as students may transition to other educational or behavior programs as deemed necessary by local or state authorities. This is considered a weakness due to educational inconsistencies that may occur from movement between campuses.

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

Florida State Assessment Writing, CLC Writes,

**Person Responsible**

Deborah Hill

**Schedule**

Monthly, from 10/20/2014 to 5/1/2015

**Evidence of Completion**

The Literacy team will meet periodically to review information and data to determine the effectiveness of the writing strategies. The team will make provisions to modify the plan if necessary to identify the best methods to ensure students are successful.

**G2.** CLC shall utilize the problem-solving process to focus efforts to increase student attendance to 85% thus reducing the number of suspensions. 1a

G044884

**Targets Supported** 1b

Indicator	Annual Target
	85.0

**Resources Available to Support the Goal** 2

- Attendance Incentive Days, Resource Speakers,

**Targeted Barriers to Achieving the Goal** 3

- The students transitioning to and from CLC through-out the year from their home school or educational or behavior programs deemed necessary by state or local authorities.
- Parental Involvement due to employment or schedules. Inability to communicate with parents or guardians.
- Student illnesses, requirements considered appropriate by state or local authorities, truancy, deficient parental interest and concerns for education and the lack of parent education.

**Plan to Monitor Progress Toward G2.** 8

CLC will increase student attendance to 85% thus reducing suspensions.

**Person Responsible**

Deborah Hill

**Schedule**

Daily, from 10/20/2014 to 5/1/2015

**Evidence of Completion**

Analysis of Student Cumulative files, Academic Records, and Disciplinary Logs

## 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.** Challenge Learning Center shall increase the writing proficiency of students by 15%. **1**

 G044883

**G1.B1** The students at Challenge Learning Center transition throughout the school year. We may have students transition to their home school before the year ends, as well as students may transition to other educational or behavior programs as deemed necessary by local or state authorities. This is considered a weakness due to educational inconsistencies that may occur from movement between campuses. **2**

 B110605

**G1.B1.S1** Have several writing assimilations throughout the year. This will allow students to practice their writing skills. **4**

 S122042

### Strategy Rationale

Extended learning time (CLC block )will be used for remediation to assist students to allow them to experience what will be expected of them on the new Florida Writing Assessment.

### Action Step 1 **5**

Florida State Assesment Writing, CLC Writes

#### Person Responsible

Deborah Hill

#### Schedule

Weekly, from 10/20/2014 to 5/1/2015

#### Evidence of Completion

Review data reports collected from CLC Writes to identify goal completion. Results from scheduled weekly remediation practices to ensure each student receives the necessary instruction to assist in their academic success. Student use of the writing process that will continuously be reviewed to familiarize students with the appropriate approach to writing clear and concise essays.

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

Florida State Assessment Writing, CLC Writes,

**Person Responsible**

Deborah Hill

**Schedule**

Monthly, from 10/20/2014 to 5/1/2015

***Evidence of Completion***

Teachers will continuously monitor student progress utilizing data from mini-assessments, school district, and state assessments to recognize necessary improvements or goal completion.

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

Florida State Assessment Writing, CLC Writes

**Person Responsible**

Deborah Hill

**Schedule**

Monthly, from 10/20/2014 to 5/1/2015

***Evidence of Completion***

Literacy team will meet periodically to identify and define students weaknesses. The team will discuss or modify strategies to promote student strength toward writing styles.

**G1.B1.S2** Increase writing across the curriculum. 4

S122043

**Strategy Rationale**

This time will be used for remediation to assist students to allow them to experience what will be expected of them on the new Florida Writing Assessment.

**Action Step 1** 5

Florida Standard Assessment Writing, CLC Writes

**Person Responsible**

Deborah Hill

**Schedule**

Monthly, from 10/20/2014 to 5/1/2015

***Evidence of Completion***

The teachers will continue to monitor student progress utilizing writing results to recognize necessary improvements or goal completion.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Florida Standard Assessment Writing, CLC Writing

**Person Responsible**

Deborah Hill

**Schedule**

Monthly, from 10/20/2014 to 5/1/2015

***Evidence of Completion***

Review of writing assimilations through-out the year.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Florida Standard Assessment Writing, CLC Writes

**Person Responsible**

Deborah Hill

**Schedule**

Monthly, from 10/20/2014 to 5/1/2015

**Evidence of Completion**

Results from scheduled remediation practices to ensure student progress.

**G2.** CLC shall utilize the problem-solving process to focus efforts to increase student attendance to 85% thus reducing the number of suspensions. 1

 G044884

**G2.B1** The students transitioning to and from CLC through-out the year from their home school or educational or behavior programs deemed necessary by state or local authorities. 2

 B110606

**G2.B1.S1** SBLT leadership team will apply the discipline grid and data collected from discipline reports to determine whether efforts are achieved. 4

 S122044

**Strategy Rationale**

The discipline report will identify the students that have received OSS due to inappropriate behavior at school.

**Action Step 1 5**

CLC will increase student attendance to 85% thus reducing suspensions.

**Person Responsible**

**Schedule**

Daily, from 10/20/2014 to 5/1/2015

**Evidence of Completion**

Evaluation of data collected from disciplinary reports.

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

CLC will increase student attendance to 85% thus reducing suspensions.

**Person Responsible**

Deborah Hill

**Schedule**

Daily, from 10/20/2014 to 5/1/2015

***Evidence of Completion***

Effectiveness will be determined by examining periodic reports generated that display attendance results.

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

CLC will increase student attendance to 85% thus reducing suspensions.

**Person Responsible**

Deborah Hill

**Schedule**

Daily, from 10/20/2014 to 5/1/2015

***Evidence of Completion***

Detailed attendance, disciplinary logs, and yearly reports indicating percentage of students present during the year.

**G2.B1.S2** Activity days surrounding Early Release Days will be implemented to assist students in improving their behavior and academics. 4

 S122045

### **Strategy Rationale**

Reward those students who attend school on a regular basis.

### **Action Step 1** 5

CLC will increase student attendance to 85% thus reducing suspensions.

#### **Person Responsible**

Deborah Hill

#### **Schedule**

Daily, from 10/20/2014 to 5/1/2015

#### **Evidence of Completion**

Review of data reports for attendance and suspensions.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

CLC will increase student attendance to 85% thus reducing suspensions.

#### **Person Responsible**

Deborah Hill

#### **Schedule**

Daily, from 10/20/2014 to 5/1/2015

#### **Evidence of Completion**

Review of data from attendance, disciplinary logs, and yearly reports.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

CLC will increase student attendance to 85% thus reducing suspensions.

**Person Responsible**

Deborah Hill

**Schedule**

Daily, from 10/20/2014 to 5/1/2015

**Evidence of Completion**

Evaluation of data collected from attendance reports.

**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	Florida State Assessment Writing, CLC Writes	Hill, Deborah	10/20/2014	Review data reports collected from CLC Writes to identify goal completion. Results from scheduled weekly remediation practices to ensure each student receives the necessary instruction to assist in their academic success. Student use of the writing process that will continuously be reviewed to familiarize students with the appropriate approach to writing clear and concise essays.	5/1/2015 weekly
G1.B1.S2.A1	Florida Standard Assessment Writing, CLC Writes	Hill, Deborah	10/20/2014	The teachers will continue to monitor student progress utilizing writing results to recognize necessary improvements or goal completion.	5/1/2015 monthly
G2.B1.S1.A1	CLC will increase student attendance to 85% thus reducing suspensions.		10/20/2014	Evaluation of data collected from disciplinary reports.	5/1/2015 daily
G2.B1.S2.A1	CLC will increase student attendance to 85% thus reducing suspensions.	Hill, Deborah	10/20/2014	Review of data reports for attendance and suspensions.	5/1/2015 daily
G1.MA1	Florida State Assessment Writing, CLC Writes,	Hill, Deborah	10/20/2014	The Literacy team will meet periodically to review information and data to determine the effectiveness of the writing strategies. The team will make provisions to modify the plan if necessary to identify the best methods to ensure students are successful.	5/1/2015 monthly
G1.B1.S1.MA1	Florida State Assessment Writing, CLC Writes	Hill, Deborah	10/20/2014	Literacy team will meet periodically to identify and define students weaknesses. The team will discuss or modify strategies to promote student strength toward writing styles.	5/1/2015 monthly
G1.B1.S1.MA1	Florida State Assessment Writing, CLC Writes,	Hill, Deborah	10/20/2014	Teachers will continuously monitor student progress utilizing data from mini-assessments, school district, and state assessments to recognize necessary improvements or goal completion.	5/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Florida Standard Assessment Writing, CLC Writes	Hill, Deborah	10/20/2014	Results from scheduled remediation practices to ensure student progress.	5/1/2015 monthly
G1.B1.S2.MA1	Florida Standard Assessment Writing, CLC Writing	Hill, Deborah	10/20/2014	Review of writing assimilations throughout the year.	5/1/2015 monthly
G2.MA1	CLC will increase student attendance to 85% thus reducing suspensions.	Hill, Deborah	10/20/2014	Analysis of Student Cumulative files, Academic Records, and Disciplinary Logs	5/1/2015 daily
G2.B1.S1.MA1	CLC will increase student attendance to 85% thus reducing suspensions.	Hill, Deborah	10/20/2014	Detailed attendance, disciplinary logs, and yearly reports indicating percentage of students present during the year.	5/1/2015 daily
G2.B1.S1.MA1	CLC will increase student attendance to 85% thus reducing suspensions.	Hill, Deborah	10/20/2014	Effectiveness will be determined by examining periodic reports generated that display attendance results.	5/1/2015 daily
G2.B1.S2.MA1	CLC will increase student attendance to 85% thus reducing suspensions.	Hill, Deborah	10/20/2014	Evaluation of data collected from attendance reports.	5/1/2015 daily
G2.B1.S2.MA1	CLC will increase student attendance to 85% thus reducing suspensions.	Hill, Deborah	10/20/2014	Review of data from attendance, disciplinary logs, and yearly reports.	5/1/2015 daily

## 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.** Challenge Learning Center shall increase the writing proficiency of students by 15%.

**G1.B1** The students at Challenge Learning Center transition throughout the school year. We may have students transition to their home school before the year ends, as well as students may transition to other educational or behavior programs as deemed necessary by local or state authorities. This is considered a weakness due to educational inconsistencies that may occur from movement between campuses.

**G1.B1.S1** Have several writing assimilations throughout the year. This will allow students to practice their writing skills.

### **PD Opportunity 1**

Florida State Assesment Writing, CLC Writes

#### **Facilitator**

Literacy Team Leader

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 10/20/2014 to 5/1/2015

## Technical Assistance Items

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

# Budget Rollup

Summary	
Description	Total
Grand Total	0