

# Brevard Public Schools School Improvement Plan 2016 - 2017

**Name of School:**

**Challenger 7**

**Asst. Supt. of Leading and Learning:**

**K. Jane Cline**

**Principal:**

**Magali Rassel**

**SAC Chairperson:**

**Tosha Benton - Parker**

**Superintendent: Dr. Desmond Blackburn**

**Mission Statement:**

**All children can learn.**

**Vision Statement:**

**College and Career Readiness.**

## **Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Once the state assessment data is received, a phone message is sent out to all faculty and School Advisory Council (SAC) members requesting their assistance with the analysis of the data along with their input relative to the focus of the School Improvement Plan (SIP) and the related school goals and action items tied to their attainment. Once the SIP is written, a draft is provided to the entire faculty, SAC, and community for their input. The finalized SIP is posted on the school website, available for review in the front office, summarized to Open House attendees, and summarized in the school newsletter. Monitoring of the SIP occurs on an ongoing basis through SAC meetings. At each meeting, action items are reviewed and their implementation status updated along with any data relative to the obtainment of the goals.

# Brevard Public Schools School Improvement Plan 2016 - 2017

## Part 1: Planning for Student Achievement

### RATIONALE – Continuous Improvement Cycle Process

**Data Analysis from multiple data sources:** Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and how are they revealed with data?

**Improvements:**

- Based on an analysis of the teacher evaluation results, successful professional practices as receiving the highest averages were 5.2 (Complies with school and district policies, procedures, programs, and the Florida Code of Ethics for Educators) with 95% of the teachers receiving a “Distinguished” rating, and 2.1 (Creates and maintains a safe and organized learning environment) with 93% of the teachers receiving a “Distinguished” rating.

At Challenger 7, 97% of teachers responded to the **EDI Insight Survey** during administration, compared to 85% in the district as a whole. Out of 35 survey respondents, 34 responses were collected at Challenger 7.

Challenger 7's Index Score	Percentile Rank Among Schools Surveyed	Index Perception – Highly Effective Teachers Only
7.5 N=34	33%	8.2 N=13 Percent of Respondents: 38%

	Winter 2015	Challenger 7	Top-Quartile Comparison
<b><u>Instructional Culture Index</u></b>	7.4	7.5	-1.8
Learning Environment	8.1	7.9	-1.0
Instructional Planning & Student Growth Measures		7.6	-1.1
Observation and Feedback	7.5	7.1	-1.2
Professional Development	6.7	7.0	-1.6
Evaluation	7.2	7.0	-1.1
Peer Culture	7.5	7.4	-1.5
Leadership	7.7	7.8	-1.3
Academic Expectations		7.5	-1.4
Workload		4.7	-1.8
Career Progression	5.0	5.9	-1.4
School Operations		8.1	-0.6

### **Best Practices in Inclusive Education (BPIE) School Priority Indicators for Challenger 7**

- Short and long term improvement efforts are included in the SIP. **(School Improvement Plan)**
- General and special education teachers regularly plan instruction together. **(Workload)**
- Administrators communicate expectations for all personnel to use person first language in all written and verbal communications. **(Professional Development)**
- Administrators facilitate job-embedded, technical assistance on inclusive practices for all school personnel. **(Professional Development)**
- All paraprofessionals received professional development on ways to support SWDs in general education. **(Professional Development)**
- Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually. **(Professional Development)**
- School uses a person-centered planning process for SWDs. **(Professional Development)**

#### **Concerns:**

On the 2016 FSA ELA, Challenger 7 scored the lowest in the following ELA Strand, Integration of Knowledge and Ideas, 46% (3<sup>rd</sup>), 57% (4<sup>th</sup>), 48% (5<sup>th</sup>) and 61% (6<sup>th</sup>). In addition, Challenger 7 made minimal adequate progress as compared with other groups (a year's growth in a year's time) with our lowest 25% of students in Grades 4-6. According to the 2016 FSA results, only 60% of the lowest 25% of students in ELA made annual learning gains. When compared to the percentage (60%) of students making annual learning gains in ELA school wide, the exceptional education students in Grades 4-6 are not making annual learning gains at the same rate as evident by only 42% of them making annual learning gains on their 2016 FSA ELA as compared to their 2015 FSA ELA. Based on these results as a school we decided to focus on ELA proficiency scales as the next step after prioritizing the ELA standards in order to improve alignment between the standards, instruction, and assessments.

On the 2016 FSA Mathematics, the scores for Challenger 7 students Level 3 and above were: 55% (3<sup>rd</sup>), 81% (4<sup>th</sup>), 67% (5<sup>th</sup>) and 70% (6<sup>th</sup>). In 2015 our FSA Mathematics scores were: 72% (3<sup>rd</sup>), 72% (4<sup>th</sup>), 66% (5<sup>th</sup>) and 74% (6<sup>th</sup>). Students in 4<sup>th</sup> and 6<sup>th</sup> grade made considerable gains while 3<sup>rd</sup> and 5<sup>th</sup> grade declined. In addition, Challenger 7 made minimal adequate progress as compared with other groups (a year's growth in a year's time) with our lowest 25% of students in Grades 4-6. According to the 2016 Mathematics results, only 62% of the lowest 25% of students in Mathematics made annual learning gains. Teachers will continue to use Istation Math as a supplemental computerized program and administration will monitor the use by classroom teachers. Based on these results as a school we decided to focus on creating and implementing ELA proficiency scales in order to improve alignment between standards, instruction, and assessment.

What are the areas of successful student achievements and what data shows evidence of improvements?

What are the concerns with student achievements and how are they revealed to the data?

- The Leveled Literacy Intervention (LLI), a remedial reading program, was used by Title I teachers with Grade K-2 students. In the Kindergarten LLI groups there were 16 total students. Six of those students went up 3 or more reading levels. Four students went up 2 reading levels, 4 students went up 1 level, and 2 students stayed at the same level, but did improve their error rate and fluency. In the 1st grade LLI groups there were a total of 7 students. Four students went up 6 or more reading levels. Two students went up 4 levels and one student went up 2 levels. In the 2nd grade LLI group there were a total of 2 students. One student went up 4 reading levels and the other went up 2

reading levels. All of the LLI students started below grade level in reading according to the Running Records assessment. After completing the LLI program, 58% of those students were reading at grade level.

- Lexia was used as an ELA intervention program with some of the exceptional education students. In evaluating the Lexia program, reports for the students identified as 6 months or more behind in reading were analyzed. Of the 12 students who met this criteria, 10 of these students made gains equal to a year or year and 1/2. Two students made only 1/2 year's growth.
- Istation is a computer-based reading program used with 366 students at varying grade levels. Ninety-two percent of the students had a moderate to high rate of improvement as documented by a rate of improvement report run for the school.
- The Write Score Florida Standard ELA Assessment was implemented across Grades 2-6. Writing raw scores improved across all grade levels from the first writing assessment to the second (2nd: 10-26-15 4.73 to 2-29-16 6.22; 3rd: 11-9-15 4.29 to 4-11-16 4.89; 4th: 11-9-15 6.05 to 1-25-16 6.65; 5th: 11-9-15 3.66 to 2-1-16 6.52; and 6th: 11-9-15 6.25 to 2-8-16 6.28).

#### 2016 Florida Standards Assessments ELA Strand Data

<b>Grade 3 - 85 Students</b>	<b>FSA 2016</b>		<b>Challenger 7</b>		<b>Brevard</b>		<b>State</b>	
ELA Strand								
Key Ideas and Details	10	100%	6	65%	6	63%	6	60%
Craft and Structure	17	100%	11	66%	11	64%	10	59%
Integration of Knowledge and Ideas	11	100%	5	46%	5	44%	5	45%
Language and Editing Task	8	100%	7	83%	6	79%	6	75%
<b>Grade 4 - 62 Students</b>	<b>FSA 2016</b>		<b>Challenger 7</b>		<b>Brevard</b>		<b>State</b>	
ELA Strand								
Key Ideas and Details	12	100%	8	67%	8	64%	7	61%
Craft and Structure	17	100%	10	61%	10	57%	9	55%
Integration of Knowledge and Ideas	12	100%	7	57%	6	51%	6	49%
Language and Editing Task	7	100%	5	70%	5	67%	5	66%
Text-based Writing	10	100%	7	66%	6	57%	6	56%
<b>Grade 5 - 71 Students</b>	<b>FSA 2016</b>		<b>Challenger 7</b>		<b>Brevard</b>		<b>State</b>	
ELA Strand								
Key Ideas and Details	14	100%	9	61%	8	59%	8	57%
Craft and Structure	15	100%	9	59%	8	56%	8	54%
Integration of Knowledge and Ideas	12	100%	6	48%	6	51%	6	49%
Language and Editing Task	8	100%	6	79%	6	76%	6	74%
Text-based Writing	10	100%	6	62%	6	60%	6	60%
<b>Grade 6 - 79 Students</b>	<b>FSA 2016</b>		<b>Challenger 7</b>		<b>Brevard</b>		<b>State</b>	
ELA Strand								
Key Ideas and Details	12	100%	7	56%	7	59%	6	54%
Craft and Structure	22	100%	13	60%	14	62%	12	57%
Integration of Knowledge and Ideas	10	100%	5	51%	5	54%	5	50%
Language and Editing Task	8	100%	6	76%	6	77%	6	75%
Text-based Writing	10	100%	6	64%	6	63%	6	60%

Challenger 7 will focus on Professional Development and Workload for the 2016-2017 school year. We are continuing to provide professional development focusing on proficiency scales. Our Literacy Coach will review her role as a resource for on-site Professional Development. We have implemented strategies to reduce teacher workload by scheduling less meetings. We are also providing support to assist with additional duties on early release Wednesdays, so teachers have more time for collaboration.

### **Analysis of Current Practices:**

*Describe action steps that have become non-negotiable, things that you will continue doing.*

The following are instructional practices set as non-negotiables across all grade levels:

1. Build relationships with students and parents.
2. Utilize instructional time from bell to bell.
3. Provide differentiated instruction according to need.
4. Utilize anchor charts.
5. Integrate higher level questions throughout each lesson.
6. Incorporate extended thinking activities.
7. Provide inclusion practices whenever possible.
8. Post ELA standards and proficiency scales.
9. Ensure students are engaged throughout the lesson.
10. Implement with fidelity Positive Behavior Intervention and Supports (PBIS).

### **Best Practice:**

Based on research, as it relates to the data analysis above, what should be best practices in the classroom?

Scales provide a clear learning progression of what a student should understand or be able to do. The terms scale or rubric relate to the same concept: an explicit set of criteria used for assessing progress toward a learning goal. A scale typically has several criteria, each focused on some important aspect of mastering the goal. The progress points built into the scale are appropriately sequenced, usually based on a logical order or progression of learning or ascending levels of difficulty. The points in the scale must directly support the learning goal. Learning activities are needed that are directly tied to the learning goal(s) and the state standard(s) on which the learning goal is based.

Scales are formative in nature in that they help guide students towards mastery. Contemporary research on effective instructional strategies has revealed that, without question, the frequency with which formative assessments are given is directly related to gains in student achievement. The scales in a learning goal provide a basis for more frequent formative feedback.

In Charlotte Danielson's book, Enhancing Professional Practice; A Framework for Teaching, appropriate sequencing of learning is a characteristic of the proficient and distinguished level of teacher performance. Scales in a learning goal are an effective sequencing tool. In Marzano's The Art and Science of Teaching, the use of clear learning goals is identified as a high-effect size instructional strategy. In the Florida state model for teacher evaluation, chunking content into "digestible bites" is an essential element in lessons addressing content. Scales are a way to chunk the content into proportions that students can handle.

Timely, specific, and actionable feedback is an essential element in teaching and learning. A scale provides a clear outline of behaviors that make it possible to identify a student's current level of proficiency, monitor progress, and provide timely, actionable, and specific feedback.

**School-Based Goal:** What can be done to improve instructional effectiveness?

**Challenger 7 teachers, across all grade levels, will implement ELA proficiency scales in order to improve alignment between standards, instruction, and assessments.**

**Strategies:** Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Clear vision of why we need to implement ELA proficiency scales in order to improve alignment between standards, instruction, tasks, and assessments. (Why)	<ul style="list-style-type: none"> <li>• Administration will provide professional development days for designing proficiency scales to monitor student learning and acquisition of ELA Standards</li> <li>• Teachers will share work samples aligned to ELA proficiency scales and standards</li> <li>• Administration will provide time to implement vertical teaming to ensure continuity of ELA proficiency scales and standards</li> <li>• Teachers will share how-to information from outside professional development regarding ELA proficiency scales and standards</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Literacy Coach</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• September 2016 - May 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Walkthroughs</li> <li>• Observation Feedback</li> <li>• Student Work Samples</li> <li>• Lesson Plans</li> </ul>
More support and practice in implementing and designing ELA proficiency scales to	<ul style="list-style-type: none"> <li>• Teachers will share formative assessments and ELA proficiency scales</li> <li>• Literacy Coach will review resources available (i.e. text sets) for designing ELA</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Literacy Coach</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• September 2016 - May 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Student Work Samples</li> </ul>

improve alignment between standards, instruction, tasks, and assessments. (How)	<p>proficiency scales and standards</p> <ul style="list-style-type: none"> <li>Administration and Literacy Coach will partner with other schools for professional development for designing and implementing ELA proficiency scales and standards</li> <li>Administration and Literacy Coach will provide time for teachers to observe peers utilizing ELA proficiency scales and standards</li> </ul>			
Training new teachers to Challenger 7	<ul style="list-style-type: none"> <li>Literacy Coach will provide small group professional development for ELA proficiency scales and standards</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Literacy Coach</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>September 2016 for initial meeting</li> <li>Follow up meetings throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>

**EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

**Qualitative and Quantitative Professional Practice Outcomes:** Measures the level of implementation of professional practices throughout your school.

**Qualitative:**

At Challenger 7:

- 100% of teachers participated in scheduled Teacher Data Team Meetings and this practice will continue.
- 100% of teachers will implement and utilize ELA proficiency scales in their classroom.
- 100% of teachers will become more familiar with their grade level ELA standards through participating in collegial conversations.
- 100% of teachers will collect at least 5 student work samples that exemplify Level 3 or higher on the proficiency scale for a chosen priority standard.

**Quantitative:**

During the 2015-2016 school year, 0% of the classroom teachers were implementing ELA proficiency scales. Classroom walkthroughs for the 2016-2017 school year will confirm that 100% of the classroom teachers have begun the implementation of ELA proficiency scales into their instruction by referencing

them in their classroom lessons using generic learning scales. In December 2016, 70% of staff will be utilizing standards based learning scales and in May 2017, 100% will be observed successfully implementing standards based learning scales.

**Qualitative and Quantitative Student Achievement Expectations:** Measures student achievement.

**Qualitative:**

Students will collect at least 3 student work samples and be able to explain why they exemplify Level 3 or higher on the proficiency scale for a chosen ELA priority standard.

**Quantitative:**

In Grades 3-6, the student annual learning gains in English Language Arts on the 2017 FSA will increase from 64% to 67% and the lowest 25% will increase from 60% to 63%. In Kindergarten there will be at least 80% of the students reaching the Running Record Instructional Level of 4 at 90-94% accuracy with at least 70% comprehension on the End of the Year (EOY) Kindergarten Literacy Survey. In Grades 1-2 there will be at least 80% of the students reaching the 70% proficiency rate on the End of the Year (EOY) Brevard English Language Arts Assessment (BELAA).

## **Part 2: Support Systems for Student Achievement (Federal, State, and District Mandates)**

**For the following areas, please write a brief narrative that includes the data from the year 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.**

**MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI** This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

1. 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. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.

Based on an analysis of data as presented in this plan, resources are aligned with the needs of the school as identified. Personnel are assigned to grade levels according to their strengths as determined by their assessment data and evaluations. Title I funds and the school budget are utilized to purchase instructional materials, support professional development, and purchase technology to supplement the initiatives within this plan. The administration, teachers, Title I teachers, and Literacy Coach will meet throughout the year, as necessary, to develop Walk to Intervention groups based on student data to determine which students need additional support through small group intervention. Although an intervention block is planned within the master schedule, personnel and instructional strategies/resources are defined based on the individual needs of each student. All resources and services that support on grade level reading are evaluated by the teachers/Title I teachers/Administration/Literacy Coach prior to their purchase and utilization.

2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.

Teachers administer formative assessments [i.e. Phonemic Awareness Screening Inventory (PASI), Phonics Screening Inventory (PSI), running records, Florida Assessments for Instruction in Reading (FAIR), Brevard ELA Assessment (BELAA), and Kindergarten Literacy Survey (KLS)] on a regular basis within grade levels and utilize the data to determine instruction. If more than 20% of a class does not show mastery (level set according to grade level), then the core curriculum is modified and instructional changes made (Core Instruction - Tier 1). If less than 20% of a class does not show mastery, students are provided small group instruction (Supplemental Instruction - Tier 2) within the intervention block focusing on the skill deficit. A variety of strategies and resources are utilized; such as, Lexia, Istation, LLI, to name a few. Paralleling this process, the teacher provides the guidance counselor with the appropriate MTSS paperwork, and she schedules an IPST meeting (including the parent, teacher, and administration) at which time the intervention data is discussed and Intensive Instruction (Tier 3) interventions are brainstormed. All Supplemental Instruction (Tier 2) and Intensive Instruction (Tier 3) interventions are documented to include performance by peers, attendance, and progress monitoring results. Throughout the process, a monitoring chart is used that has a trajectory line from each student's current level to the goal level. Plotted on the chart are the student's progress monitoring scores. This is a visual to determine if the intervention in place is sufficient enough to close the gap between where the child is and where the child needs to be relative to a skill. If a child's Intensive Instruction (Tier 3) intervention is not sufficient enough to close the gap, the child is referred for an evaluation. Behavior concerns are handled in a similar fashion to academic concerns. Core Instruction (Tier 1) intervention strategies are implemented by the classroom teacher, and paralleling this process, the teacher provides the PBS Supplemental Instruction (Tier 2) Team with the appropriate MTSS paperwork. A meeting is scheduled to discuss possible Supplemental Instruction (Tier 2) interventions; such as, social skills training, Check in Check out, reward system, to name a few. Intensive Instruction (Tier 3) interventions are documented on a behavior plan that is written with the assistance of a behavior analyst. If intensive Instruction (Tier 3) interventions are not sufficient enough to improve the behaviors, then the child is referred for evaluation.

**PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).**

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Challenger 7's 2016-2017 Title 1 Parent Involvement Plan is attached.

## Advanced Survey Stakeholder Feedback Results and Analysis

Survey	Noteworthy Indicators (List by indicator #)	Analysis: Comments
Parents	<p><b>Strengths:</b> All indicators were scored with an average of 4.0 or higher (except 2.3) with 4.52 being the highest average for indicator 4.3.</p> <p><b>Weaknesses:</b> 2.3</p>	<p>With an average rating of 4.29 (S1), 4.23 (S2), 4.16 (S3), 4.31 (S4), and 4.23 (S5), it is concluded that all standards are being addressed effectively and communicated to all parents. Indicator 2.3, being the weakest, indicates that we must do a better job of getting more parents involved in our SAC so that they become better informed and take an active role in the development of goals for achievement and instruction. We also need to do a better job of communicating the actions of the SAC to the parents.</p> <p><b>Action Steps:</b> A School Advisory Council (SAC) table will be set up during registration and at the Fall/Spring Festivals to answer any parent questions regarding the purpose of SAC, which is to assist in the preparation and evaluation of the results of the School Improvement Plan and to assist the principal with the annual school budget.</p>
Students	<p><b>Strengths:</b> 4.4 Grades 3-5 (2.98/3) 5.4 Grade 6 (4.43/5) 1.1 Grades K-2 (2.99/3)</p> <p><b>Weaknesses:</b> 5.1 Grades 3-5 (2.25/3) 4.6 Grade 6 (3.75/6) 3.8 Grades K-2 (2.42/3)</p>	<p>With an average of 2.7 or higher on a 3 point scale for all Grades K-5 responses and a 4.0 or higher on a 5 point scale for all Grade 6 responses (except Standard 4 – 3.89), it is concluded that all standards are being addressed effectively except Standard 4 (specifically Standard 4.6) with our Grade 6 students. This Standard addresses meeting the physical, social, and emotional needs of the students. We have been previously weak in this area due to being without a full time guidance counselor. As we transition to a full time counselor, we will survey the students, and implement programs necessary to better address their needs.</p> <p><b>Action Steps:</b> Social Emotional Professional Development on 8/5/16, De-escalation of Student Behavior Professional Development on 9/14/16 and Full Time Guidance Counselor.</p>
Staff	<p><b>Strengths:</b> 1.3 (4.55/5)</p> <p><b>Weaknesses:</b> 3.3 (3.59/5) 3.6 (3.74/5) 3.2 (3.79/5)</p>	<p>With an average rating of 4.35 (S1), 4.25 (S2), 3.83 (S3), 3.99 (S4), and 4.19 (S5), it is concluded that Standard 3 (specifically 3.2, 3.3, and 3.6) needs to be addressed. Curriculum and instruction will be monitored in response to formative assessment data collected that is tied to the progression scales (3.2). Students will be engaged with instructional strategies that ensure achievement of the learning expectations since the activities will be tied to the scales (3.3). Students will be kept informed of learning expectations and standards of performance as they are introduced to the proficiency scales and are able to track their own progress relative to the levels on the scale (3.6).</p> <p><b>Action Steps:</b> The focus of our current SIP will address all three standards through the implementation of proficiency scales.</p>

**EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3. 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).**

1. List any additional early warning system indicators and describe the school's early warning system.

**ELEMENTARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:  
 Report Card grades and on grade level status  
 Interim Reports  
 Grade Level Retentions

The administration will maintain a list of students having two or more EWS by using reports from Performance Matters to identify them. These reports will be run at the beginning of every nine weeks. This list of students will be given to the guidance counselor so that meetings with the parents can be scheduled as part of the IPST process. During data team meetings, this list of students will be referenced to enable the teams to assure that they are providing the necessary interventions for these students to be proficient. Teachers will also monitor the students within their class with two or more EWS through the MTSS platform of Performance Matters.

Add any additional EWS indicators here:

**SECONDARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:

Add any additional EWS indicators here:

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2015-16 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2016-17:

- The number of students by grade level that exhibit each early warning indicator listed above.

<b>Fill in BLANKS with data from 2015-16 School Year - Number of Students</b>														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90	<b>26</b>	<b>20</b>	<b>12</b>	<b>29</b>	<b>10</b>	<b>10</b>	<b>19</b>							<b>126</b>
1 or more ISS or OSS	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>							<b>10</b>
Level 1 in ELA or Math				<b>17</b>	<b>8</b>	<b>12</b>	<b>13</b>							<b>50</b>
Course Failure in ELA or Math							<b>3</b>							<b>3</b>
Students exhibiting 2 or more indicators					<b>5</b>	<b>7</b>	<b>12</b>							<b>24</b>

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

**Attendance:** Student attendance (absences/tardies) is tracked. When a student receives more than a targeted number of unexcused absences or tardies within a month (First Semester: End of September - more than 3 tardies and/or unexcused absences; End of October - more than 5 tardies and/or unexcused absences; End of November - more than 7 tardies and/or unexcused absences; End of December - more than 9 tardies and/or unexcused absences. Second Semester: End of January - more than 3 tardies and/or unexcused absences; End of February - more than 5 tardies and/or unexcused absences; End of March - more than 6 tardies and/or unexcused absences; End of April - more than 6 tardies and/or unexcused absences; End of May - more than 9 tardies and/or unexcused absences) a letter is sent home via mail to the parent outlining the attendance policy and noting their child's current status. When a child has more than 5 unexcused absences within a semester, the child is referred to the Individual Problem Solving Team (IPST) who meets with the parents to develop a plan to rectify the attendance issue. Once a plan is in place, if the attendance does not continue to improve, the information is forwarded to the district attendance resource officer for action on his/her part. As part of Positive Behavior Support (PBS), the following attendance programs are in place:

- (1) When a class has perfect attendance (no tardies and no absences) for a day, a "Perfect Attendance" door hanger is displayed on the classroom door. During the day, the administrators come by, praise the class, and tear off a perforated section of the door hanger bearing the teacher's name. This section is placed in either a primary (PreK-3) or intermediate (4-6) box. During our awards ceremonies, one at the end of every nine weeks, we will draw one primary and one intermediate class who will be treated to a pizza party. Additionally, the primary and intermediate classes that have the most tickets will receive a trophy at the awards ceremonies to display in their classrooms for nine weeks.
- (2) The other incentive program to improve school wide tardiness and attendance is displayed on a bulletin board in the commons area. The number of tardies and absences for the month of September is displayed for all grade levels. Every grade level has the goal of maintaining or improving their attendance and tardiness rates for the next month. Any grade level that is able to do this, receives a small reward.

#### **ISS or OSS:**

To assist with the reduction of ISS or OSS, Challenger 7 implemented a school wide Positive Behavior Support program. Positive Behavior Support, or PBS, is a collaborative, assessment-based approach to developing effective interventions for problem behavior. PBS emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle changes for all students. The aim is to build effective environments in which positive behavior is more effective than problem behavior so that academic success can be achieved. At Challenger 7, all behavior is tied to five school wide STARR expectations: 1) **Safety**, 2) **Trustworthy**, 3) **Always on Task**, 4) **Respectful**, and 5) **Responsible**. These expectations are posted throughout the school, taught to the students in various locations, recited as part of a pledge on the morning announcements, and reinforced through a recognition program. Students who do an extraordinary job exemplifying one of the school wide STARR expectations, may be given a STARR ticket by a faculty member. The student writes his/her name on the ticket and places it in a STARR box in their classroom. At the end of the week, each grade level's STARR tickets are taken to the office to prepare for the Monday morning announcements. During the announcements, two tickets from every grade level are drawn, and the winning students are rewarded. The students choose from among several prize coupons that were created with teacher and student input. The tickets that were not drawn are placed in a STARR box in the cafeteria. This box has a transparent star which when filled will result in a reward for the entire student body.

Suspensions have not been a huge issue at Challenger 7. The philosophy of the administration is to keep students in school as much as possible. We will continue to be proactive in our discipline initiatives in order to maintain our low level of suspensions. One practice that we will continue from last year is re-entry procedure. Upon re-entry from a suspension, the parents, student, administration, and teacher(s) will meet to discuss the issue relative to the suspension to be sure it has been resolved as well as the academics missed during the suspension. Also, this year we will continue to implement Tier 2 of PBS. Students who are having behavior issues that do not improve with Tier 1 teacher interventions will be referred to the Tier 2 PBS team to provide Tier 2 interventions. This will be a proactive method of reducing ISS and OSS.

**Level I ELA and/or Math:** Students who received a Level 1 on their state assessment the previous school year are placed on a Progress Monitoring Plan (PMP) and provided interventions for support (MTSS). Being a part of the Lowest 25% student group, these students are monitored closely throughout the year (through collaborative groups, data meetings, and data walls) and provided the necessary interventions to get them back on grade level. Report cards are monitored each nine week grading period by the administration. Students receiving below grade level marks are placed on a Progress Monitoring Plan (PMP) and provided interventions for support (MTSS). Interventions may include immediate intensive intervention outside of the core curriculum block, tutoring through Academic Support Program funding and/or before/after school tutoring by the classroom teacher, mentoring, differentiated instruction, and direct instruction by a Title I teacher or the Literacy Coach using remedial materials and programs.

All teachers meet bi-weekly in Teacher Data Team meetings to analyze pre-assessment data and plan instruction based on the needs of students and their proficiency levels relative to the standard being assessed. Having a list of the students who have two or more early warning signs during these meetings will enable the teams to assure that they are not being overlooked in any way and provided the necessary interventions leading to proficiency.

## STUDENT TRANSITION AND READINESS

### 1. **PreK-12 TRANSITION** This section used to meet 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.

The following programs are offered to ease the transition for kindergarten students into Challenger 7:

- At the end of the previous school year, prior to kindergarteners coming to school, a Kindergarten Roundup is held in which the students spend an hour one evening being in a kindergarten classroom with the teachers while their parents receive information about kindergarten.
- The kindergarten teachers use the first three days of school to schedule individual appointments with every kindergarten student. This time is spent assessing the child's readiness skills as well as getting acquainted with the child so that they are a little bit more at ease come their first day of school.
- A kindergarten luncheon is hosted for both the parents and their students in which the cafeteria rules and procedures are outlined and the students get a chance to experience the lunch line and eating in the cafeteria.
- Tours of the school are given at parent request.

The following programs are offered to ease the transition for sixth grade students to middle school:

- The sixth grade students take a tour of the middle school.
- Space Coast counselors come to Challenger 7 and meet with the students.
- Various musical groups perform for and perform with the students throughout the school year.
- The fifth and sixth grades are departmentalized in order to give the students an easier transition.

### 2. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

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

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

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 ( <http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.

**(TITLE 1 SCHOOLS ONLY)**

**Highly Qualified Teachers**

Describe the school based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

<b>Descriptions of Strategy</b>	<b>Person Responsible</b>	<b>Projected Completion Date</b>
Post advertisements on Beacon for vacancies.	Secretary	July 2016 - September 2016
Utilize a team approach when interviewing candidates.	Administration Teachers	July 2016 - September 2016
Contact references prior to hiring candidates.	Administration	July 2016 - September 2016
Check certification prior to hiring candidates to assure highly qualified.	Administration	July 2016 - September 2016
Assign new teachers a mentor as part of the Induction Program.	Administration	August 2016 - May 2017
Provide feedback to teachers on evaluation dimensions through two informal and two formal observations.	Administration	August 2016 - May 2017
Provide new teachers the necessary professional development needed for quality instruction to take place.	Administration	August 2016 - May 2017
Provide new teachers the time to observe high quality teachers instructing.	Administration	August 2016 - May 2017
Meet with the new teachers on a regular basis to discuss any needs they may have.	Administration	August 2016 - May 2017
Utilize district resource teachers to assist new teachers in specific areas.	Administration	August 2016 - May 2017

**Non-Highly Qualified Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. \*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

<b>Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly qualified</b>
<b>0%</b>	

**ALIGNMENT OF SCHOOL IMPROVEMENT PLAN  
AND  
TITLE I SCHOOLWIDE PLAN**

<b>Required Elements of a Title I Schoolwide Plan (SWP) /School Improvement Plan (SIP)</b>  <b>(Section 1114 – Components of a Schoolwide Program)</b>	<b>Check the area(s) where each element is addressed in the SIP.</b>	<b>Additional information and references from Title I of the Elementary and Secondary Education Act (ESEA):</b>
1. Include data from schoolwide comprehensive needs assessment	<input checked="" type="checkbox"/> <i>Rationale</i>	<i>Include academic achievement of students in relation to the state academic content and achievement standards. Be sure to include migrant, if applicable.</i>
2. Provide opportunities for all children to meet state standards	<input checked="" type="checkbox"/> <i>Analysis of Current Practice</i>  <input checked="" type="checkbox"/> <i>Strategies</i>  <input type="checkbox"/> <i>MTSS</i>	<i>Ensure that opportunities are provided for all children to meet state standards.</i>
3. Utilize scientifically based strategies to strengthen the core academic program	<input type="checkbox"/> <i>Analysis of Current Practice</i>  <input checked="" type="checkbox"/> <i>Best Practice</i>  <input checked="" type="checkbox"/> <i>Strategies</i>	<i>Strategies, materials and programs that are <b>research based</b> are a required element of any objective.</i>
4. Include additional strategies that increase the amount and quality of learning time	<input checked="" type="checkbox"/> <i>Strategies</i>  <input checked="" type="checkbox"/> <i>MTSS</i>  <input type="checkbox"/> <i>CTE/STEM</i>	<i>All schools are required to indicate what additional learning opportunities are made available during school, before and/or after school, and during summer, when applicable, and</i>

		<i>help provide enriched and accelerated curriculum.</i>
5. Include strategies for meeting the educational needs of historically underserved subgroups, low-achieving, and at-risk students	<input type="checkbox"/> <i>Strategies</i> <input checked="" type="checkbox"/> <i>MTSS</i> <input checked="" type="checkbox"/> <i>Early Warning System</i>	<i>These may include counseling, pupil services, and mentoring services.</i>
6. State the means of determining whether student needs in the above requirement (#5) are being met	<input type="checkbox"/> <i>Strategies</i> <input checked="" type="checkbox"/> <i>MTSS</i> <input checked="" type="checkbox"/> <i>Early Warning System</i>	<i>Address how the school will determine the educational needs of historically underserved subgroups, low-achieving, and at-risk students are being met</i>
7. Incorporate instruction by highly qualified teachers	<input checked="" type="checkbox"/> <i>Highly Qualified Teachers</i>	<i>All instructors working in a Title I school are required to be Highly Qualified (Section 1119). If you have personnel that do not meet the requirements, list strategies to support staff to become highly qualified.</i>
8. Include strategies that support high quality and ongoing professional development for teachers, principals, and paraprofessionals	<input type="checkbox"/> <i>Best Practice</i>	<i>Each school receiving Title I funds shall devote sufficient resources to effectively carry out this requirement.</i>

	<u>X</u> Strategies <u>  </u> MTSS	
9. Include strategies to attract high quality, highly qualified teachers	<u>X</u> Highly Qualified Teachers	<i>Schools must indicate how they mentor, attract and retain high-quality and highly qualified teachers.</i>
10. Include strategies to increase parent involvement	<u>X</u> Parental Involvement Plan	<i>Each Title I school is required to complete a Parent Involvement Plan (PIP) and that plan may be used to meet the requirements of this section in the SIP.</i>
11. Include strategies that assist preschool children in the transition from preschool to kindergarten	<u>X</u> Parent Involvement Plan	<i>Elementary schools must identify how they will assist students in early childhood programs, such as Head Start and VPK, with the transition into elementary school.</i>
12. Include teachers in the decisions regarding the use of assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program	<u>  </u> Analysis of Current Practice <u>X</u> Strategies <u>X</u> MTSS	<i>Described in Section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</i>
13. Provide additional assistance for low-achieving students that shall include measures to ensure that students' difficulties are identified in a timely manner	<u>X</u> MTSS	<i>Every school is required to incorporate strategies on how they will address the needs of low performing students that experience difficulty mastering the proficient and advanced levels of academic achievement standards (Section 1111 (b)).</i>
14. Specify coordination with other federal, state, and local programs	<u>X</u> Parent Involvement Plan	<i>Schools should include any alignment to other state, federal and local programs that support the educational programs of the school such as violence</i>

		<i>prevention, nutrition programs, Early Childhood, and Head Start.</i>
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Challenger 7 Elementary

School Name

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Principal's Signature

10/21/2016

Date