

# Brevard Public Schools School Improvement Plan 2018 -2019

**Superintendent:**

Dr. Mark Mullins

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

K. Jane Cline

**Principal Supervisor:**

Dr. Teresa Wright

**Name of School:**

Challenger 7 Elementary

**Principal:**

Maggie Rassel

**SAC Chairperson:**

Jamie Hermes

School Grade History	2017-18:	2016-17	2015-16:
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### Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student’s social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices
- Obj.R3 Increase system-wide proactive communications

**Mission Statement:**

We will create a supportive environment in which children and adults feel welcomed, respected, safe, and valued. Diversity is honored in our community where we collaborate to benefit the whole child.

**Vision Statement:**

Challenger 7 is a school in partnership with families and community, where all students excel and grow to become lifelong learners.

**Stakeholder Involvement in School Improvement Planning:**

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

In June 2018, one week after FSA scores were released, the Principal, Assistant Principal, Title 1 Teacher, Literacy Coach and two teacher leaders met over three days to analyze the FSA data for grades 3-6. The data disaggregation included calculating the percentage of those scoring in each level, in each grade for ELA, Mathematics, and Science. The team did a deeper data dig with the clusters or domains of each subject to determine the strengths and areas for growth. Identifying the students who did not make learning gains to their level was then determined.

A two year comparison of attendance data and PBIS behavioral data was also analyzed. From the data and

discussions about how to challenge our students in order to support growth the SIP goal and strategies was planned. Grade level teachers were part of the planning for work strategies as we broke apart the two clusters, Main Idea and Details and Integration of Knowledge. It was agreed that if students were asked to write in response to high level text, their comprehension relative to these two clusters would improve. This was the basis for planning the vertical articulation of the strategies.

During pre-planning, the faculty conducted the same data dig for both their class from 2017-2018 and for their 2018-2019 class. Teachers identified the students who did not make learning gains in order to plan for instruction for growth of these students.

The faculty was presented with the SIP Goal along with the master schedule that clearly defines writing instruction and intervention time, that supports the SIP Goal, as well as Tier 1 small group time during the 90 minute ELA block. Teachers gave input for adjustments in the SIP.

The SAC was presented with the SIP at the first meeting of the year and was given the opportunity for suggestions and feedback. The SIP goal was presented to all parents at both sessions of the Open House in August 2018.

Once our SIP is finalized, a copy will be available to the school community on the School Website. Faculty will be given a copy of the SIP. Strategies will be monitored for planning and completion at weekly curriculum meetings with teachers and at the monthly SAC meetings.

## **Brevard Public Schools School Improvement Plan 2018-2019**

### **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 what data shows evidence of opportunities for growth?

While it is noted that Challenger 7's School Grade dropped from an A to a B from 2017 to 2018, a difference in professional practice from 2016 to 2017 was the full implementation of LLI in all grades.

Another practice that was successful was the implementation of iStation with all students taking the monthly assessment and increase of the use of iStation for practice of skills.

Teachers tracked the data for their students using a spreadsheet, however using this data to plan for instruction was lacking and is included in the next steps for this year.

The Insight Survey results decreased from 75% in 2016 to 73% in 2017 in the area; *My school has dedicated time for teachers to analyze interim assessments data and or student work and to plan for future instruction and intervention based on student performance.* With this data, in addition to reflecting on the experiences from last year, we have begun making changes for this year. Triangulation of data by the

teachers, using assessments made available by the district (QLA, PASI, PSI, DIBELS, etc.), iReady and FSA for appropriate grade levels provides for addressing the needs of the students below grade level. Creation of the master schedule by a team of teachers and administration, with specific intervention time, and a staffing schedule to support the intervention time, supports our lowest learners and our ESE students. Weekly team meetings are scheduled and have begun taking place. Additional staff has been scheduled to push in during the ELA block and during intervention time.

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

What are the concerns with student achievement? Specify subgroups that represent concerns. Provide data to support concerns.

### **Strengths:**

- Improvement in scores for our Sixth Grade students, as indicated on a three year analysis of the FSA showing an increase in proficiency level of 3.4% in ELA and 6.3% in Math.
- School-wide, Challenger 7 students are within one point above or below the district and state levels in ELA and Math. Fifth Grade Science scores are one point above the state level.
- The number of students in our Hispanic subgroup achieving a level 3 or higher on the FSA ELA increased from 63% to 65% and in Math from 53% to 59%.
- The number of students in our African American subgroup achieving a level 3 or higher in FSA ELA increased from 37% to 50% and in Math from 58% to 64%.
- The number of students in our Economically Disadvantaged subgroup achieving a level 3 or higher in FSA math increased from 64% to 66%.
- Implementing a scheduled collaboration time including grade level teachers, Title 1 teacher, Administration, Literacy Coach and Guidance Counselor, following a collaborative framework is planned.
- Teachers will collaborate vertically during planned PD in order to align expectations for each grade level based on the standards with a focus on Integration of Knowledge and Ideas, Key Ideas and Details and Text Based Writing.

### **Opportunities:**

- While scale scores in all FSA are within one point above or below the district and state levels in ELA and Math, the number of students not making learning gains is an area of concern.
- The overall number of students achieving a level 3 or higher on the FSA ELA decreased by 4.7%.
- The overall number of students achieving a level 3 or higher on the FSA Math decreased by 1%.
- The number of students in our ESE subgroup achieving a level 3 or higher on the FSA ELA decreased from 36% to 33% and on Math from 39% to 35%.
- The number of students in our Caucasian subgroup achieving a level 3 or higher on the FSA ELA decreased from 72% to 66%.
- The number of students in our Economically Disadvantaged subgroup achieving a level 3 or higher on FSA ELA decreased from 63% to 60%.
- The areas for improvement in ELA are Integration of Knowledge and Ideas, Key Ideas and Details and Text Based Writing.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

As a result of our data analysis, our goal is to focus on standards based teaching and learning to include complex literary and informational texts, which students will be asked to respond to in writing across all content areas to make learning gains.

The action steps the team created include specific teaching and learning components with assessments that can be analyzed to better target instructional needs.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

- Weekly collaborative meeting agendas and discussion will be guided by the following questions:

How do we make changes to impact student achievement?

How do we know if standards based instruction is happening in the classroom?

How will we respond when our students do not learn?

How will we know if high quality Tier 1 instruction is occurring?

How will we ensure students are receiving appropriate interventions?

- FLKRS, KLS, Running Records, PASI/PSI, iReady (Diagnostic and growth monitoring), DIBELS, and QLA data will be discussed at team meetings to guide instruction and interventions.
- Look fors created by administration and the leadership team will be communicated with teachers and will be used for walkthroughs by administration and peers.

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

If teachers provide standards based teaching and learning across the content areas, then students will make learning gains.

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

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
<b>Kindergarten-Sixth Grade</b>  Teachers need resources and support to move students beyond surface level understanding.	Teachers will use iReady data to drive instruction and interventions (RTI has a 1.07 effect size)	Literacy Coach, district personnel and iReady rep.	August-May	iReady reports; Classroom walk-throughs; Team meeting discussions
	Teachers will gain knowledge of the effect of trauma on learning by taking a 20 hour Brevard District online PD Trauma Informed Schools (Teacher-Student relationship	Leadership team and teachers that volunteer	October-May	Completion of 20 hours PD and reduction of office referrals from the classrooms

	<p>has an effect size of .72)</p> <p>Reading and writing connections and grade level PD on Flocabulary (Academic vocabulary has an effect size of .67)</p> <p>Develop and implement non negotiables for 90 minute ELA block and intervention time and use of the Gradual Release Model (Teacher clarity has an effect size of .75 and goals has an effect size of .50)</p>	<p>Literacy Coach</p> <p>Literacy Coach and Leadership Team</p>	<p>October-May</p> <p>September-May</p>	<p>School wide expectations will be created and implemented</p> <p>School wide look-fors during 90 minute ELA block and intervention</p>
<p><b>Kindergarten</b></p> <p>Experiences for students entering kindergarten to respond to text through various forms of writing.</p>	<p>Students will respond to complex text by retelling, drawing, and making connections to text</p> <p><b>Strategies:</b> Graphic organizers, ATU, anchor charts, purposeful planning, USPF and lessons</p>	<p>Kindergarten teachers and leadership team</p>	<p>August-May</p>	<p>Teacher created formative assessments</p> <p>KLS writing checklist</p> <p>Classroom walk through by leadership team followed up by debriefing</p> <p>Writing portfolio to include 4 independent samples (one per nine weeks)</p>
<p><b>First Grade</b></p> <p>Experiences elaborating on key ideas and details through various forms of writing through the gradual release model</p>	<p>Students will respond to complex text, in writing, by retelling, drawing, and making connections to text</p> <p><b>Strategies:</b> Graphic organizers, ATU, anchor charts, purposefully planned lessons</p>	<p>First Grade teachers and leadership team</p>	<p>August-May</p>	<p>Teacher created formative assessments</p> <p>QLA</p> <p>Classroom walk through by leadership team followed up by debriefing</p> <p>Writing portfolio to</p>

				include 4 independent samples (one per nine weeks)	
<b>Second Grade</b>	Define and identify key ideas and details within complex text and look back in the text to find evidence and use it to support their writing consistently in a variety of ways.	Students will look back in the text to identify key ideas and details to support their writing in a variety of ways  <b>Strategies:</b> Text coding, complex text, ATU, graphic organizers	Second Grade teachers and leadership team	August-May	QLA  Classroom walk through by leadership team followed up by debriefing  Writing portfolio to include 4 independent samples (one per nine weeks)
<b>Third Grade</b>	Lack of experiences for utilizing close reading strategies in order to read and respond to complex text in writing	Students will utilize selected texts, chunk text, multiple reads and close reading strategies to help them develop and understand complex text and respond in writing appropriately  <b>Strategies:</b> Use appropriate organizational (RAFT) format for writing focus, ATU	Third Grade and leadership team	August-May	Teacher created formative assessments  QLA  Classroom walk through by leadership team followed up by debriefing  Writing portfolio to include 4 independent samples (one per nine weeks)
<b>Fourth Grade</b>	Lack of experiences to accurately analyze text, infer meaning from complex text/questions and effectively communicating meaning through writing.	Students will experience a variety of complex texts, through modeling in small group instruction, conferences and maintaining a digital portfolio	Fourth Grade teachers and leadership team	August-May	Writing portfolios to include 4 writing samples, ATU writing, QLA agendas  Classroom walk through by leadership team followed up by debriefing
<b>Fifth Grade</b>	Lack of experiences to accurately analyze text, infer meaning from complex	The students will incorporate strategies in all subject areas in order to accurately	Fifth Grade teachers and leadership team	August-May	Writing portfolios to include 4 writing samples, ATU writing, QLA agendas

text/questions and effectively communicating meaning through writing.	analyze complex text and vocabulary through the use of strategies including conferencing			Classroom walk through by leadership team followed up by debriefing
<b>Sixth Grade</b>  Inability to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of topic of text.  Lack of experiences to accurately analyze text, infer meaning from complex text/questions and effectively communicating meaning through writing.	Students will be able to analyze and cite text evidence in order to support their own arguments in writing  The students will incorporate strategies in all subject areas in order to accurately analyze complex text and vocabulary through the use of strategies including conferencing	Sixth Grade teachers and leadership team	August-May	Writing portfolios to include 4 writing samples, ATU writing, QLA agendas  Classroom walk through by leadership team followed up by debriefing

**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 as a result of school improvement planning.

**Qualitative:**

At Challenger 7 Elementary all classroom teachers will engage in collaborative planning to develop grade level appropriate lessons, using data to drive instruction and interventions. With proper alignment of what the data shows and daily instruction, teachers will check for understandings regularly and modify their instruction to continuously meet students’ needs.

**Quantitative:** Show baseline data and goals set for the end of the year.

Teachers will participate in weekly team meetings 100% of the time unless they are on leave.

During classroom walk-throughs, standards based instruction will be observed during ELA and Math block, 100% of the time.

	2016-2017 Percent	Change between 16-17 and 17-18	2017-2018 Percent	Change Needed	2018-2019 Target Goal
ELA 3+ Proficiency	68%	-4	64%	+4	68%
ELA Learning Gains	64%	-9	55%		
ELA L25 LG	49%	-4	45%		
Math 3+ Proficiency	70%	-1	69%	+2	71%
Math Learning Gains	77%	-16	61%	+2	71%
Math L23 LG	63%	-14	49%		
Science	58%	0	58%	+2	60%
Total % of 700	457= 65%		407=58%	+50	65%

### Qualitative and Quantitative Student Achievement Outcomes:

#### Qualitative:

By tracking student progress throughout the school year on the various district required and school-wide assessments we will have a good indication of the direction that student achievement is heading and if changes and improvements are occurring or need to be made. Classroom walk-through data will give an overall look at whether non-negotiables are being followed during the 90 minute ELA block and intervention time in order to strengthen instruction.

#### Quantitative:

Students scoring at proficient or higher; Level 3 or above, will increase by 2% in grades 3-6.  
70% or higher of students will make a year's growth based on iReady in grades K, 1, and 2.

## 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 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

#### MTSS & EARLY WARNING SYSTEMS      Please complete 1 – 4.

- Describe your school’s data-based problem-solving process and school-based structures in place to address MTSS implementation.

At Challenger 7 we follow the problem solving process: what’s the problem?, why is it occurring?, what are we going to do about it?, is it working? We strive to have and maintain a healthy Tier 1 core curriculum for all students and check on this through our weekly team meetings which are guided by essential questions such as “How will we know if high quality Tier 1 instruction is occurring?” When students are not meeting learning targets in Tier 1 we go through the problem solving process to figure out why, then create a plan of action to do something about it and progress monitor our plan. This is an ongoing process with teams of teachers to ensure student success for ALL.

- List below who monitors the Early Warning System and how often.

The school’s leadership team will monitor the Early Warning System monthly at leadership meetings.

- This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 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 2018-19:

<b>Fill in BLANKS with data from 2017-18 School Year - Number of Students</b>								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	28	33	32	22	24	27	22	162
1 or more ISS or OSS	2	0	2	0	1	0	0	5
Level 1 in ELA or Math				14	20	23	12	58
Substantial Reading Deficiency	5	10	20					35
2 or more indicators	0	0	1	0	3	30	21	55

- 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 is being monitored every other week. Teachers complete the Attendance referral form once the student is absent on the third day in a 90 day period. Admin monitors these forms and the attendance data for all students. The Guidance Counselor then follows through with the Brevard District attendance policy.

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

To assist with the reduction of ISS or OSS, Challenger 7 implements 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) **Attentive and 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 levels' 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.

According to the data from RtI:B, out of 119 referrals, 74 occurred in the classroom and 19 on the playground. This tells us that there is a need to provide teachers with strategies to create a more trauma sensitive environment. Teachers have been asked to participate in the Trauma Informed Classroom PD offered by Brevard District Schools in an effort to manage student behaviors, learn de-escalation strategies and implement different ways to help students develop executive functioning skills.

**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 in grades K-6, these students are monitored closely throughout the year (through collaborative groups, data meetings) 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/or direct instruction by a Title I teacher or the Literacy Coach using remedial materials and programs.

All teachers meet weekly in Teacher Data Team meetings to analyze pre-assessment data and plan instruction based on the needs of students K-6 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.

The leadership team is working specifically with primary grades (K-2) to get intervention started earlier in the school year and to support the team in matching students to specific intervention needs and to support Tier 1 areas for growth that are needed. The goal is for all grades to embrace a Walk to Success model during their intervention block built into the master schedule.

**PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced)** Title I Schools may use the [Parent and Family Engagement Plan](#) to meet the requirements of this section.

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?

The Parent and Family Engagement Plan has been completed and submitted to the office of Title I and is available at the school office and website. Please contact Angela Barrons at [barrons.angela@brevardschools.org](mailto:barrons.angela@brevardschools.org)

## **STUDENT TRANSITION AND READINESS**

**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. (e.g. incoming kindergartners, outgoing 6<sup>th</sup> graders)

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 kindergartners 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.