

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CHALLENGER ELEMENTARY SCHOOL

District Name: Broward

Principal: Maria Bach

SAC Chair: Naomi Church

Superintendent: Mr. James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-18-2009

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VISION and MISSION STATEMENTS

Vision: "Inspiring, Exploring, and Learning."

Mission: To ensure that all students will meet highest standards and will achieve their greatest potential in a respectful and safe environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Challenger Elementary is home to the "Rockets" and is located in Tamarac, Florida. It was established in 2000 to relieve overcrowding from neighboring schools. In 2006 a new building was added which provided 12 additional classrooms.

Challenger provides educational opportunities for all students. Grades 3-5 have gifted/high achiever's classes. In addition, there is one PLACE and one Complex PLACE class. The campus has a single point of entry for safety and security.

Unique School Strengths for Next Year

Challenger Elementary's unique strength includes a strong leadership team as evidenced by an increase in academic achievement that embraces the community and fosters a strong volunteer program which has consistently earned the Golden School Award and 5 Star School Award. In addition, Challenger proudly employs 12 National Board Certified Teachers/Mentors. Additionally, each grade level integrates technology through the use of document cameras, interactive whiteboards and wireless laptops.

Unique School Weaknesses for Next Year

Challenger Elementary will face numerous budgetary and personnel challenges during the 2009-10 school year. Our budget will be reduced significantly resulting in employee cuts to include classroom teachers, Guidance Counselor, paraprofessional staff, elimination of three specials positions which include PE, Technology, and our Science Special which supplemented classroom science instruction. In addition, the purchase of necessary materials and supplies has been reduced. Some school based supplements have been eliminated.

Student Demographics

Female Percentage: 49%
Male Percentage: 51%
White Percentage: 29%
Black Percentage: 30%
Hispanic Percentage: 32%
Asian Percentage: 4%
Multi Percentage: 4%
Native Percentage: 0%
Free & Reduced Lunch Percentage: 46%

ELL Percentage: 13%
 ESE Percentage: 15%
 Total Enrollment: 779
 Total Girls: 380
 Total Boys: 399

Student Attendance Rates

Student attendance rate is 96%.

Student Mobility

Student mobility is 16%.

Student Suspension Rates

Student suspension rate is 1%.

Student Retention Rates

Student retention rate is 2.58%.

Class Size

Grades K-3 Average 17.60%
 Grades 4-5 Average 21.72%

Academic Performance of Feeder Pattern

Challenger Elementary feeds into Millinnum Middle School, which is currently an "A" school not meeting AYP. From there, students will attend either Taravella High School, which is currently a "B" school not meeting AYP or Piper High School, which is currently a "C" not meeting AYP.

Partnerships and Grants

Building relationships with community stakeholders and businesses is vital to the success of Challenger Elementary School. Currently, Challenger has built and maintained partnerships with the following establishments: City of Tamarac, McDonald's, Dairy Queen, Chick-fil-A, Publix, Target, Strikers, Washington Mutual, and Kiwanis Club of Tamarac.

For the 2009-2010 school year, Challenger will be participating in the Taravella Innovation Zone Partners-In-Education. The schools within the zone will work together to acquire and maintain joint partnerships. These partnerships will work with all schools within the Taravella Zone.

Challenger will participate in Project Bridge, which is a district-based grant that is used to prevent violence including bullying.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Maria Bach	Degree: B.A. Education B.A. Foreign Languages, ESOL Endorsed Masters: Educational Leadership Mathematics	7	9	2000 – 2005 School Grade A met AYP 2005 – 2006 School Grade A met AYP 2006 – 2007 School Grade A met AYP 2007 – 2008 School Grade B met AYP 2008 – 2009 School Grade A met AYP
Assis Principal	Glenda McMurray	Degree: B.S. Business Administration ESOL Endorsed Masters: Educational Leadership Professional Certificate: School Leadership	4	9	2000 – 2005 School Grade A met AYP 2005 – 2006 School Grade A met AYP 2006 – 2007 School Grade A met AYP 2007 – 2008 School Grade B met AYP 2008 – 2009 School Grade A met AYP

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Yvonne McDonald	Degree: Elementary Education ESOL Endorsed Masters: Reading Education Reading Certified K-12	3	3	2004-2005 School Grade:A Met AYP 2005-2006 School Grade:A Met AYP 2006-2007 School Grade: A Met AYP 2007-2008 School Grade:B Met AYP 2008-2009 School Grade:A Met AYP

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Advertisements of teacher vacancies and shortages have been made via the district Employment Information website, teacher recruitment job fairs.	Principal	On-going	
2. Teachers new to the district or Challenger are assigned a mentor teacher and/or Grade Chair	Principal/Grade Chairs	On-going	
3. National Board Mentors	National Board Certified Teachers	On-going	
4. Regular meetings of new teachers with Assistant Principal	Assistant Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Allison Reinhart	Professional Educator's Certificate K-6	3	ESOL Endorsement Teacher is in process to complete endorsement requirements.
Jennifer Gordon	Professional Educator's Certificate K-6	4	ESOL Endorsement Teacher is in process to complete endorsement requirements.
Sheila Ihasz	Professional Educator's Certificate	ESE	Subject Area Exam Test Teacher is in process to complete Elementary Education requirement.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
50	0	6	52	42	60	98	10	25	92

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
There are no new teachers at this time. However, all teachers will be required to participate in the school's Professional Learning Communities.	N/A	N/A	Professional Learning Communities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

A majority of the funds are spent to reduce the student teacher ratio to better assist low performing students during the instructional day with a Reading Teacher. In addition, funds are used for parent involvement with training scheduled for FCAT Nights and Family Literacy and for purchasing agendas for students and or/materials to assist parents with their children. These agendas are used as a communication tool for teachers-to-parents and parents-to-teachers on a daily basis.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

A portion of the salary of two teachers who work with at-risk students is allocated from these funds.

Violence Prevention Programs

"Project Bridge": Anti-Bullying program for students and staff.
"Peace Rangers": School-wide peace implementation program
"I'm Thumbbody": Grade 2 Self-Esteem program for students
"Student Success Skills": Self-Esteem Program for retained 3rd grade students.

Nutrition Programs

During the month of October the school and district focus on school nutrition. Students in third grade also participate in Commit 2B Fit.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Student Listeners: Selected students participate in the Listener program as recommended through our RtI. These Listeners are trained through the district to work with students.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Challenger's RtI Leadership Team consists of School Administrator(s), Guidance Counselor, ESE Specialist, Reading Resource Specialist, School Social Worker, School Psychologist, and Teachers. The RtI Leadership Team is also our Collaborative Problem Solving model.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

Teachers will meet with their grade chair with all Level 1 students and students with academic and/or behavioral concerns. Grade chairs will assist teachers by recommending interventions and assisting with assessments when appropriate. The classroom teacher will collect data (examples include FAIR, DAR, Running Records, Behavior Frequency Charts). Ongoing progress monitoring will take place every 4 weeks. Grade Chairs will assist teachers with Tier 1 interventions and make sure that a parent conference is held to address the specific concern/intervention. After 6-8 weeks, post intervention data will be collected. If further intervention is needed, a Tier 2 meeting will be scheduled with the Collaborative Problem Solving Team/RtI Leadership Team. Tier 2 RtI meeting (Collaborative Problem Solving Team) includes: teacher, School Administrator (s), Guidance Counselor, Reading Resource Specialist, ESE Specialist, School Social Worker, School Psychologist, and parent. Data from Tier 1 intervention is presented and Tier 2 intervention is prescribed and implemented for 6-8 weeks. Tier 2 interventions are based on the Struggling Readers and Struggling Math chart as well as functional behavior assessments. Second parent conference is documented. If implementation of intervention is not successful, based on post implementation data, Tier 2 team reconvenes to develop Tier 3 intervention which will require intensive individual support. Once again, based on pre and post intervention data, it is determined whether or not the interventions have been successful. At this point, there may be a discussion about a comprehensive psychoeducational evaluation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team provides research-based interventions, such as a CHAMPs strategy, dealing with distractibility and attention span/conducting lessons to teach students how to stay focused, that are part of the Broward County Struggling Reading, Struggling Math Charts or CHAMPs Program. Selected members of the RtI Leadership team (collaborative Problem Solving Team) are also members of School Advisory Council who develop and implement the SIP. They ensure that the programs being used for interventions are all research-based and that progress monitoring of children who are struggling is ongoing. The team provides data on Tier 1, Tier 2, and Tier 3 targets, helps set expectations for instruction and make recommendations for students who continue to struggle.

RtI Implementation

Describe the data management system used to summarize tiered data.

Student data is maintained by the classroom teacher and is monitored by administration. We use a database for all students who are in the comprehensive problem solving process. All interventions and pre/post intervention monitoring are documented.

Baseline data may be provided from one of the following tools: Progress Monitoring and Reporting Network(PMRN), Florida Comprehensive Assessment(FCAT), Mini benchmark assessments, Running Records, Florida Assessments for Instruction in Reading(FAIR), Diagnostic Assessment for Reading(DAR), DRA, Behavior Frequency Charts and other ongoing progress tools, as well as, district and curriculum based assessments.

Midyear Assessments: May consists of FAIR, DAR, Running Records, Mini benchmark Assessments, Benchmark Assessment #2 and ongoing progress monitoring tools.

End of Year: FAIR, FCAT, Running Record, DAR and other ongoing progress monitoring tools.

Describe the plan to train staff on RtI.

Initial staff development has been planned for preplanning days. This staff development will include the overview process and implementation in the classroom. Professional development will continue to be provided during teachers' common planning times. Additional training will be scheduled on Early Release Days and Teacher Planning Days. RtI Leadership team will evaluate further staff development needs during RtI Leadership meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Results indicate that our scores are balanced across the various strands in both reading and math. The school scored at or above the state mean in all strands in reading and math.

In the area of Science, results indicate that we were above the state and district in all strands.

Weaknesses: Results indicate a slight weakness in the following strands:
Grade 3: Words and Phrases in Reading and Algebraic Thinking in Math, Grade 5: Measurement in Math

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendar(IFC) was created by the District and will be updated in October 2009 as determined by disaggregated data results from FCAT, and again in December 2009 as determined by the disaggregated data results from the November Benchmark Assessment Test(BAT).

All staff will participate in staff development on the district developed IFCs. Implementation will be monitored through the administrative classroom walkthroughs, monitoring of the mini-BATS, BATs and other classroom assessments in all areas. Teachers will support one another through peer conversations, conferences and discussions with administration, as well as, modeling and staff development through the Reading Resource Specialist.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

After analysis of the 2009 FCAT, priority focus will be given to the following benchmarks:
Reading: Words and Phrases
Math: Algebraic Thinking and Measurement
Science: Scientific Thinking
Writing: completes a narrative and expository response

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Administration and teachers will review previous student data including FCAT/SAT10, End of the year Running Records, FAIR (Kindergarten), and End of year Math assessments to determine specific student needs. Students will be grouped for instruction based on their needs. Selected students based on their needs may receive additional instruction through push-in assistance or other pull-out instruction. Additionally, students will be administered various assessments at the beginning of the year. Administration and teachers will frequently review benchmark assessments, mini-benchmark assessments as well as core curriculum textbook chapter tests and adjust instruction as necessary to meet individual student needs. Students identified as struggling readers will receive an additional 30 minutes of direct instruction utilizing research-based reading curriculum or software. Students receive differentiated instruction based upon their academic needs or weaknesses. Once FCAT scores were released, administration reviewed data by teacher and adjusted the Master Schedule as needed to prevent low-performing teachers from teaching the same class again.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Learning objectives are posted on the board each day for each subject area taught accompanying discussion with real world application.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers work together with administration to implement and monitor the district IFCs and meet frequently to share best practices. Grade chairs and administration meet on a monthly basis to ensure that the IFCs and instruction is aligned across the grades and subject areas. In addition, teachers meet to insure that instruction is aligned to the state FCAT Test Specifications and Next Generation Sunshine State Standards. Teachers utilize district adopted textbooks and supplemental materials listed on the Struggling Reader/Math Charts. Teachers utilize BEEP lessons and other team created lessons to implement the curriculum.

How are instructional focus lessons developed and delivered?

Instructional Focus lessons were developed in accordance to the Instructional Focus Calendar and the Sunshine State Standards. Lessons are delivered using the core instructional textbooks, supplemental materials such as: FCAT Explorer and Compass Learning Odyssey, Wilson and Foundations. All supplemental programs have skills from the Instructional Focus Calendars embedded in their lessons. IFC lessons are taught and reviewed in the beginning of the content class, and may be reviewed in cross-curricula lessons by classroom teachers. FCAT Explorer lessons and Compass Learning Odyssey lessons are assigned based on the instructional focus within the core classroom and Computer Lab.

How will instructional focus lessons be revised and monitored?

IFC lessons will be assessed through core curriculum chapter assessments, Mini-BATs, BATs, and computer assisted instructional assessments. Administration will use Above the Clouds and Virtual Counselor to monitor assessment results. Teachers will revise lessons as necessary after data analysis. Students not meeting the minimum criteria on a Mini-Bat will be given additional instruction and be reassessed.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Ongoing formative assessments used during the school year will include, but are not limited to, core curriculum textbook chapter/unit tests, BATs, and Mini-BATs, DAR, IRI, FAIR, DIBELS, Compass Learning Odyssey Assessments, STAR, Running Records, K-2 Math Quarterly Assessments (QBATS) and ongoing progress monitoring tools. The main assessment tool to determine student comprehension of the IFCs will be the mini-BATS. Each assessment consists of four to five questions and the assessment is given on the subject area and the depth of content covered.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery of BATs and Mini-BATs are determined by district criteria. Chapter tests mastery is determined by students scoring 70% or above. The FCAT writing rubric is used to determine mastery of writing skills. Students not meeting the minimum criteria on a Mini-BAT will be given additional instruction and be reassessed. Teachers will differentiate instruction based on item-analysis data to determine the concept that is not mastered. Push-in and pull-out instruction may be used as well as small group instruction to focus on individual student weaknesses.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The assessments and benchmark mastery are tied into the Instructional Focus Calendar so that the teacher assesses the student following the teaching of the benchmark. Three different forms of mini-benchmark assessments are provided for reading, math, and science for maintenance and reteaching. Students who are already on grade level will focus on learning enrichment. Supplemental extensions to learning will include the use of trade books, Junior Great Books, and other supplementary enrichment materials.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Grade level teams meet weekly to review IFC progress and to revise schedules, if needed. Teachers and administration will monitor the results of the Mini-BATS. Teachers will group instructional activities according to mastery of the IFC skills. This will enable teachers to reteach students as necessary. Teams will meet quarterly with administration to discuss IFC and student progress. Specific student concerns may be addressed individually with administration during Data Chats or with the RtI Leadership team. Team meetings will be facilitated by the grade chair and documented through Team Meeting notes which are submitted to administration.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Assistant Principal will observe instruction through classroom walkthroughs in the classroom and will analyze assessment data provided on Above the Clouds and Virtual Counselor. Principal, Assistant Principal, ESE Specialist and the Reading Resource Specialist will meet with individual teachers and/or teams to discuss progress and remediation strategies. Principal and leadership team will meet with teams to discuss assessment results and academic programs used to assist at-risk students as well as students who are on grade level or above. The Reading Resource Specialist will meet with teams regularly to discuss and provide information on the IFCs and focus lessons. She will model lessons as needed and act

as a resource for all teachers.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reading/Core: Grades K-5 Treasures

Supplemental: STARS, A-Z Books, novels, Junior Great Books, Quick Reads, FCAT Explorer, Compass Learning Odyssey

Intensive/Intervention: Foundations, Wilson, Ready Naturally, Triumphs

Math/Core: Harcourt Math

Supplemental: Calendar Math, FCAT Explorer

Intensive/Intervention: Compass Learning Odyssey

Science/Core: Harcourt Science, Broward County Hands On Delta Science Kits

Supplemental: IDEAS

Writing/Core: District BEEP lessons, MacMillan Treasures, Lucy Calkins

Science/Core: Harcourt Science, Broward County Hand On Delta Science Kits

Supplemental: IDEAS

Writing/Core: District BEEP lessons, MacMillan Treasures, Harcourt Language Arts, Lucy Caulkins

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

As determined by progress monitoring and other forms of assessment, students receive an additional 30 minutes of immediate intensive intervention for Reading during the instructional day. Additional instruction is provided in small groups with the teacher or push-in and/or pull-out models for identified areas of weakness determined by ongoing informal assessment.

How does the school identify staff's professional development needs to improve their instructional strategies?

Staff development is determined through analysis of FCAT/AYP data, Mini-BATs data, PGP and SIP. Staff development is also scheduled for new initiatives or programs that will be implemented for the coming year. In addition, focus areas for staff development are initiated through administrative classroom walk through observations. Consideration is given to teachers surveyed at the end of each year to determine areas in need additional staff development.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students demonstrating academic difficulty as evidenced by progress monitoring of classwork, observations and assessment results will receive supplemental instruction during the school day. All Level 1 students are targeted for supplemental and intensive instruction and intervention. Students identified through RtI will also receive supplemental instruction and intervention.

How will the effectiveness of the interventions be measured throughout the year?

Effectiveness of interventions will be measured by, but not limited to: Mini-BATs, core curriculum chapter assessments, STAR, STAR Early Literacy, FAIR and Compass Learning Odyssey assessments. Results will be reviewed to determine if adequate progress is being made which will result in an increase/decrease or discontinuation of intensity of the intervention or introduction of a new more intensive intervention. All personnel providing services to a student not achieving will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Each grade level, 3-5 has a teacher certified in gifted. Primary gifted teachers are available for consultation. The student composition of these classes include gifted and high achievers. Alternative instructional delivery methods include, but are not limited to: Junior Great Books, novels, Compass Learning Odyssey, Accelerated Reader, performance tasks, and projects. These students are encouraged to participate in various fairs and competitions in Science, Social Studies, First in Math and The Miami Herald Spelling Bee.

Describe how students are identified for enrichment strategies.

Students are identified for enrichment strategies according to their achievement on standardized tests and assessment results that demonstrate consistent proficiency/mastery. In addition to student progress, teacher observation and recommendation. Parent conference are held with the classroom teacher to discuss student progress and expectation for the student in a Gifted/High Achiever classroom. Parent involvement is highly encouraged.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
ESE/PLACE	Team Leader	Weekly	7:45 a.m. Thursday	Instructional Focus Calendar, review student work, data analysis of common assessments , staff development, share best practices, peer collaboration
Kindergarten Teachers	Team Leader	Weekly	7:45 a.m. Thursday	Instructional Focus Calendar, review student work, data analysis of common assessments and mini benchmark results, staff development, share best practices, peer collaboration
Grade 1 Teachers	Team Leader	Weekly	7:45 a.m. Thursday	Instructional Focus Calendar, review student work, data analysis of common assessments and mini benchmark results, staff development, share best practices, peer collaboration
Grade 2 Teachers	Team Leader	Weekly	7:45 a.m. Thursday	Instructional Focus Calendar, review student work, data analysis of common assessments and mini benchmark results, staff development, share best practices, peer collaboration
Grade 3 Teachers	Team Leader	Weekly	7:45 a.m. Thursday	Instructional Focus Calendar, review student work, data analysis of common assessments and mini benchmark results, staff development, share best practices, peer collaboration
Grade 4 Teachers	Team Leader	Weekly	7:45 a.m. Thursday	Instructional Focus Calendar, review student work, data analysis of common assessments and mini benchmark results, staff development, share best practices, peer collaboration
Grade 5 Teachers	Team Leader	Weekly	7:45 a.m. Thursday	Instructional Focus Calendar, review student work, data analysis of common assessments and mini benchmark results, staff development, share best practices, peer collaboration
Specials Team	Team Leader	Weekly	7:45 a.m. Thursday	Integrating Reading and Math Instruction

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Challenger Elementary assists preschool children in their transition from childhood programs to elementary school programs in a variety of ways. In the spring, Challenger hosts, "Kindergarten Blast Off", for incoming kindergarten students and their parents. Kindergarten Blast Off provides parent and students the opportunity to meet the kindergarten teachers, visit classrooms, and learn about the kindergarten programs and expectations. In addition, prior to the first day of school, Kindergarten Orientation is held at the school. Students and parents meet their child's assigned teacher and visit the classroom. Flyers are sent to our neighborhood preschools inviting families to attend our "Kindergarten Blast Off."

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 74% of students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 77% of students will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify lowest performing students in grades 3-5 for inclusion in reading labs and camps.	Reading Coach	Pre- and Post-Test SAT/FCAT tests	MiniBATs, BAT 2, Chapter tests
2	K-5 classes will participate in Principal's Reading Challenge.	Media Specialist	Computer generated AR reports.	Accelerated Reader tests.
3	Odyssey Reading and FCAT Explorer will be utilized to reinforce reading instruction for all students in grades 3-5.	Classroom Teachers	Odyssey and FCAT explorer reports	Quizzes on FCAT Explorer and Compass Odyssey
4	Selected ESE and ELL students will receive additional development of literary skills via pullout and inclusion services.	ESE/ELL Specialist	IEP Meetings, Response to Intervention Meetings	IEP or 504 Plan
5	K-5 will participate in Reading Across Broward	Media Specialist	Reading Log	Reading Log

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 68% of economically disadvantaged students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 72% of economically disadvantaged students will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will host Family Curriculum Night and at all grade levels throughout the year.	Reading Coach, Administration, Team Leaders	Parent attendance sheets.	Parent participation in the event.
2	Teachers will fully implement Treasures reading series with K-5 students.	Reading Coach, Administration	Classroom Walkthroughs	Classroom Walkthrough Logs
3	Identify lowest performing students in grades 3-5 for inclusion in reading labs and camps.	Reading Coach	Pre and Post Test SAT/FCAT tests	Mini BATs, BAT 2, Chapter tests

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 72% of Black students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 75% of Black students will achieve mastery on the 2010 administration of the FCAT Reading		

			Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	4th and 5th grade students will read content specific novels.	Team Leaders, Reading Coach	Classroom assessments and projects.	Teacher Generated Assessments for each specific novel.
2	Identify lowest performing students in grades 3-5 for inclusion in reading labs and camps.	Reading Coach	Pre- and Post-Test SAT/FCAT tests	MiniBATs, BAT 2, Chapter tests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
77% of students will achieve mastery on the 2010 administration of the FCAT Reading Test	Differentiating reading instruction based on student need during the 90 minute reading block	Administration /Reading Coach	Ongoing	Monitoring lesson plans and classroom walkthroughs	Administration and Reading Coach
72% of economically disadvantaged students will achieve mastery on the 2010 administration of the FCAT Reading Test	Differentiating reading instruction based on student need during the 90 minute reading block	Administration /Reading Coach	Ongoing	Monitoring lesson plans and classroom walkthroughs	Administration and Reading Coach
75% of Black students will achieve master on the 2010 administration of the FCAT Reading Test	Differentiating reading instruction based on student need during the 90 minute reading block	Administration /Reading Coach	Ongoing	Monitoring lesson plans and classroom walkthroughs	Administration and Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Treasures: Grade 4&5	District Budget	\$18,000.00
		Total: \$18,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Renaissance Learning	School Advisory	\$550.00
		Total: \$550.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Staff Development	Staff Development Funds	\$2,500.00
		Total: \$2,500.00
Other		
Description of Resources	Funding Source	Available Amount
Reading FCAT camps	School Advisory	\$2,250.00
		Total: \$2,250.00
		Final Total: \$23,300.00

End of Reading Goal

Mathematics Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 74% of students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 3-5, 77% of students will achieve mastery on the 2010 administration of the FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All classroom teachers will implement Calendar Math using at least 4 components daily.	Team Leaders	Classroom Walkthrough	Classroom Walkthrough Log
2	2-5th grade students at Challenger will participate in World Math Day online competition.	Micro-tech	World Math Day virtual attendance/ participation logs	World Math day participation report
3	Math club for high achieving 4th and 5th grade students. Club will practice weekly and compete for BCCTM.	Math Club Sponsor	Pre and Post Assessments	BCCTM
4	ESE students will receive additional development of math skills via pullout and inclusion services as per IEP.	ESE Specialist	IEP Meeting	End of book/chapter tests TEMA and TOMA

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 68% of economically disadvantaged students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 3-5, 74% of economically disadvantaged students will achieve mastery on the 2010 administration of the FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Odyssey Math and FCAT Explorer will be utilized to reinforce math instruction for all students in grades 3-5.	Micro Teach and Administration	Odyssey and FCAT explorer reports	Quizzes on FCAT Explorer and Compass Odyssey
2	Teachers will identify student math levels and instruct students in ability level groups.	Team Leaders	Continuous Math Assessments	Math QBATs, Mini BATs

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 70% of Black students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 3-5, 74% of Black students will achieve mastery on the 2010 administration of the FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grades 1-2 will use SAT dailies and teachers in grades 3-5 will use FCAT dailies to review previously taught skills and encourage problem solving.	Administration	Classroom Walkthroughs	Math QBATs, Mini BATs
2	Students in grades 1-5 will utilize technology programs from basal series/websites to enhance classroom instruction and provide guided practice, speed drills and application.	Team Leaders	Assessments from the basal series.	Printouts of reports from online assessments.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 71% of Hispanic students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 3-5, 74% of Hispanic students will achieve mastery on the 2010 administration of the FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Odyssey Math and FCAT Explorer will be utilized to reinforce math instruction for all students in grades 3-5.	Classroom teachers	Odyssey and FCAT explorer reports	Quizzes on FCAT Explorer and Compass Odyssey
2	Primary grades will participate in 100th day of school activities.	Team Leaders	Classroom participation	Teacher generated assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
77% of students will achieve mastery on the 2010 administration of the FCAT Math Test	Effective implementation of the Instructional Focus Calendar	Math Committee	Ongoing	Classroom walkthroughs	Administration
74% of economically disadvantaged students will achieve mastery on the 2010 administration of the FCAT Math Test	Effective implementation of the Instructional Focus Calendar	Math Committee	Ongoing	Classroom walkthroughs	Administration
74% of Black students will achieve mastery on the 2010 administration of the FCAT Math Test	Effective implementation of the Instructional Focus Calendar	Math Committee	Ongoing	Classroom walkthroughs	Administration
74% of Hispanic students will achieve mastery on the 2010 administration of the FCAT Mat Test	Effective implementation of the Instructional Focus Calendar	Math Committee	Ongoing	Classroom walkthroughs	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Math FCAT camps	School Advisory	\$2,250.00
		Total: \$2,250.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary coverage for Staff Development	Staff Development Funds	\$2,500.00
		Total: \$2,500.00
Other		
Description of Resources	Funding Source	Available Amount
Family Math Game Night	Title 1	\$1,350.00
		Total: \$1,350.00
		Final Total: \$6,100.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 5, 43% of students achieved mastery on the 2009 administration of the FCAT Science Test.		In grade 5, 46% of students will achieve mastery on the 2010 administration of the FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize Science Kits and benchmarks set by the district to engage students in hands on labs and experiments.	Team Leaders	Science experiments	Science Experiment logs, Mini BATs
2	Odyssey will be used for reinforcement of science concepts in grades 3-5.	Classroom teachers	Quizzes on FCAT Explorer and Compass Odyssey	Odyssey and FCAT explorer reports

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
46% of students will achieve mastery on the 2010 administration of the FCAT Science Test	Integration of hands on and real life science	Lead Science Teacher	Ongoing	Classroom walkthroughs	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Staff Development	Staff Development Funds	\$500.00
Total: \$500.00		
Other		
Description of Resources	Funding Source	Available Amount
Science Academic Night	Title I Funds	\$1,200.00
Total: \$1,200.00		
Final Total: \$1,700.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 4, 90% of students scored level 3.5 or above on the 2009 administration of the FCAT Writing Test.		In grade 4, 93% of students will score level 3.5 or above on the 2010 administration of the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	Block writing time will be implemented in grades K-5 daily.	Administration	Classroom Walkthrough	Classroom Walkthrough Logs
2	Each year a Barnes and Noble night will be held to celebrate student writing at all grade levels.	Teacher Sponsor	Attendance at Barnes and Noble Night.	Attendance log at Barnes and Noble Night
3	Selected low performing 4th grade students in writing will be given extra assistance in writing camps.	Classroom Teachers	Periodic writing samples	Rubrics from scored writing samples
4	Top writers in 4th grade will be invited to participate in a "Top Writers" Club which will publish a book of their best writings.	4th Grade Teacher	Writing samples	Top Writers' Book

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
93% of students will score level 3.5 or above on the 2010 administration of the FCAT Writing Test	Effective writing instruction	4th Grade Team	Ongoing	Classroom observation, student writing samples	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Staff Development	Staff Development Funds	\$1,200.00
Total: \$1,200.00		
Other		
Description of Resources	Funding Source	Available Amount
Top Writers Club	School Advisory	\$500.00
Total: \$500.00		
Final Total: \$1,700.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?
 Based on information from surveys, evaluations, agendas, or sign-ins:
 Was the percent of parent participation in school activities maintained or increased from the prior year?
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
Based on school staff survey 84% of our parents attended parent trainings, meetings, and/or conferences.	90% of our parents will attend parent trainings, meetings and/or conferences.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents and students will sign school-family compact	Title I Coordinator, Administrator	Completed school-family compacts will be collected	Signed Documents
2	Parent Night to teach parents how to access Virtual Counselor, the BEEP Portal & other technology tools.	Administration, Micro-tech	Attendance logs and evaluation	Sign in sheets
3	Each grade level will hold a Parent University night providing strategies and activities for parents.	Title I Coordinator, Administrator	Attendance Logs and Evaluation	Sign-In Sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Student Agendas for Grades 4 & 5	Title I Funds	\$1,800.00
		Total: \$1,800.00
Technology		
Description of Resources	Funding Source	Available Amount
Technology Parent Night	Title 1 Funds	\$200.00
		Total: \$200.00
Professional Development		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Trainers, Purchase Materials and Refreshments	Title I Funds	\$2,000.00
		Total: \$2,000.00
		Final Total: \$4,000.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Treasures: Grade 4&5	District Budget	\$18,000.00
Mathematics	Math FCAT camps	School Advisory	\$2,250.00
Writing	N/A		\$0.00
Science	N/A		\$0.00
Parental Involvement	Student Agendas for Grades 4 & 5	Title I Funds	\$1,800.00
			Total: \$22,050.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Renaissance Learning	School Advisory	\$550.00
Writing	N/A		\$0.00
Parental Involvement	Technology Parent Night	Title 1 Funds	\$200.00
			Total: \$750.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Temporary Coverage for Staff Development	Staff Development Funds	\$2,500.00
Mathematics	Temporary coverage for Staff Development	Staff Development Funds	\$2,500.00
Writing	Temporary Coverage for Staff Development	Staff Development Funds	\$1,200.00
Science	Temporary Coverage for Staff Development	Staff Development Funds	\$500.00
Parental Involvement	N/A		\$0.00
			Total: \$6,700.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading FCAT camps	School Advisory	\$2,250.00
Mathematics	Family Math Game Night	Title 1	\$1,350.00
Writing	Top Writers Club	School Advisory	\$500.00
Science	Science Academic Night	Title I Funds	\$1,200.00
Parental Involvement	Trainers, Purchase Materials and Refreshments	Title I Funds	\$2,000.00
			Total: \$7,300.00
			Final Total: \$36,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Renaissance Learning	250

Describe the Activities of the School Advisory Council for the Upcoming Year

- *Review and analyze data through out the school year.
- *Review/Monitor SIP Activities
- *Make adjustments as needed to strategies used to better meet the needs of students.
- *Budget Review

SAC Members

Members

- 1) Bach, Maria, Principal
- 2) Church, Naomi, SAC Chair
- 3) Richman, Ann, Business Member
- 4) Rohomon, Dino, Parent
- 5) Rosenthal, Matt, Parent
- 6) Bannister, Phyllis, Parent
- 7) Morejan, Jacquelyn, Parent
- 8) Atkins-Grad, Patricia, Community Member
- 9) Gans, Scott, School Support Personnel
- 10) Turok, Deborah, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward CHALLENGER ELEMENTARY SCHOOL 3771														
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 565 Math: 565		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	74	Y	74	Y			Y				NA	29	26	NA	28	26	NA	78	NA	74	NA		
WHITE	100	Y	100	Y	79	Y	79	Y			94	Y				NA	19	21	NA	16	21	NA	81	NA	77	NA	
BLACK	100	Y	100	Y	72	Y	70	Y			Y				NA	39	28	NA	37	30	NA	77	NA	69	NA		
HISPANIC	100	Y	100	Y	74	Y	71	Y			Y				NA	24	26	NA	28	29	NA	77	NA	72	NA		
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	68	Y	68	Y			Y				NA	31	32	NA	30	32	NA	74	NA	70	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward CHALLENGER ELEMENTARY SCHOOL 3771													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 628 Math: 628		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	71	Y	72	Y			Y				NA	26	29	NA	25	28	NA	68	NA	63	NA	
WHITE	99	Y	100	Y	81	Y	84	Y			Y				NA	23	19	NA	19	16	NA	80	NA	65	NA	
BLACK	100	Y	100	Y	61	Y	63	Y			Y				NA	33	39	NA	33	37	NA	58	NA	57	NA	
HISPANIC	99	Y	99	Y	76	Y	72	Y			Y				NA	23	24	NA	25	28	NA	74	NA	64	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	69	Y	70	Y			Y				NA	33	31	NA	31	30	NA	71	NA	61	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward CHALLENGER ELEMENTARY SCHOOL 3771													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 650 Math: 650		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	74	Y	75	Y			Y				NA	28	26	NA	22	25	NA	69	NA	66	NA	
WHITE	99	Y	99	Y	77	Y	81	Y			90				NA	25	23	NA	17	19	NA	72	NA	67	NA	
BLACK	100	Y	100	Y	67	Y	67	Y			Y				NA	29	32	NA	28	33	NA	62	NA	61	NA	
HISPANIC	100	Y	100	Y	77	Y	75	Y			Y				NA	33	24	NA	24	25	NA	73	NA	69	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	67	Y	69	Y			94				NA	37	29	NA	29	31	NA	63	NA	64	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA				NA			NA			NA					

SCHOOL GRADE DATA

Broward School District CHALLENGER ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	78%	78%	90%	43%	289
% of Students Making Learning Gains	70%	64%			134
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 					

						1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	62% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					556	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District CHALLENGER ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	74%	86%	36%	272	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	56%			122	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	49% (NO)			111	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					505	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District CHALLENGER ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	78%	85%	43%	284	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	61%			129	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	64% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					530	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested