

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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325 West Gaines Street
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School Name: CHALLENGER ELEMENTARY SCHOOL

District Name: Broward

Principal: Maria C. Bach

SAC Chair: Rosemarie Winston

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Maria C. Bach	Degree: B.ED. Education B.A. Foreign Languages K-12 ESOL Endorsed Prof Certificate: School Principal/ Educational Leadership M.S. Mathematics 5-9	10	12	2001 – 2005 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 2009 - 2010 School Grade A met AYP 2010 - 2011 School Grade A did not meet AYP 2011 - 2012 School Grade A
		Degree:			

Assis Principal	Glenda McMurray	B.S. Business Administration ESOL Endorsed ESE Endorsed Masters: Educational Leadership Professional Certificate: School Leadership	7	12	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 2009 - 2010 School Grade A met AYP 2010 - 2011 School Grade A did not meet AYP 2011 - 2012 School Grade A
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jessica Janecek	B.A. Elem Education 1-6 Masters in Curriculum & Instruction, Tech. Focus ESOL Endorsed Gifted Endorsed Reading Endorsed	7	3	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 2009 - 2010 School Grade A met AYP 2010 - 2011 School Grade A did not meet AYP 2011 - 2012 School Grade A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Monthly meetings of teachers new to school/grade with Principal	Principal	On Going	
2	Partnering teachers new to the school/grade with veteran staff	NESS Liaison/AP	September 30th	
3	Reading Coach/Grade Chairs will meet with teachers new to the school/grade.	Instructional Coaches	September 30th	
4	Invite teachers new to school/grade in for orientation during preplanning	Principal	August 20th	
5				
6				

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	3.9%(2)	7.8%(4)	56.9%(29)	31.4%(16)	41.2%(21)	100.0%(51)	11.8%(6)	23.5%(12)	96.1%(49)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
We have a mentoring program for new teachers, interim substitutes and interns. Our coordinator is Leslie Lyden. All teachers are required to participate in the school's Professional Learning Communities and NESS monthly meetings.		Sharing best practices; a common language; same grade level	Monthly Learning Communities NESS monthly meetings
PreK B. Eisenberg PreK B. Eisenberg K R. Markovic 2nd S. Clancy 2nd R. Lopez 3rd L. Diez 5th R. Pearson	PreK Y. Moniz-Lanzon PreK K. Singer K J. Cacciola 2nd C. Colmenares 2nd M. Nance 3rd M. Ader 5th C. Ortiz	Sharing best practices; curriculum development	Team Leaders meet weekly with mentees and the team to support the new teachers.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Challenger utilizes Title 1 funds to pay for substitutes for Professional Development, Articulation, Data Chats, and after school teacher training. Title 1 funds are also used for Parent University nights and parent involvement special events, such as Family Math Night.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

SAI Funds are used to provide remedial after school tutoring for level 1 and level 2 struggling students in reading and math.

Violence Prevention Programs

Project Bridge: Anti-Bullying program for students and staff
Silence Hurts, CHAMPS and Peace Rangers have been incorporated in our violence prevention program. In addition, art, recorder, and multicultural dance clubs are offered before school to provide an opportunity to students for social interaction. Participation in multicultural activities and a school-based multicultural festival are also offered at the end of the year to teach tolerance and understanding of diversity. Fifth grade student ambassadors and reading buddies work with our kindergarten students walking them to class every day and reading to them before school.

Nutrition Programs

During the month of October the school and the district focus on school nutrition. Students participate in the cafeteria poster contest using the theme of the year to depict nutritious foods offered at school for breakfast and lunch. For academic year 2012-2013, Challenger will participate in the Healthy Kids program.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RTI Leadership Team consists of the administrators (Maria Bach, Principal and Glenda McMurray, Assistant Principal), teacher of the student referred to the Collaborative Problem Solving (CPS) team, Joy Solomon, School Counselor and RTI Facilitator, Marilyn Bower, ESE Specialist, Cathy Chaddock, School Psychologist, Dr. Rochelle Abramowitz, Social Worker, Jessica Janecek, Reading Coach (for academic concerns in reading), and parents. The team members share the responsibility as case managers.

Supplemental Members: David Humphries, Behavior Specialist, Kathy Thompson, Speech/Language Pathologist and Zone support personnel, Jessica Janecek and Marilyn Bower, ESOL contacts, student (when developmentally appropriate).

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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 concerns/interventions. 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 interventions are presented and Tier 2 interventions are prescribed and implemented for 6-8 weeks. Tier 2 interventions are based on the Struggling Readers and Struggling Math charts as well as functional behavior assessments. Second parent conference is documented.

If implementation of interventions are not successful, based on post implementation data, Tier 2 team reconvenes to develop Tier 3 interventions 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.

- Step 1: Assess Teacher Concerns
- Step 2: Inventory Student Strengths and Talents
- Step 3: Review Background/Baseline Data
- Step 4: Select Target Teacher Concerns
- Step 5: Set Academic or Behavioral Goals
- Step 6: Design an Intervention Plan
- Step 7: Select Method for Progress Monitoring
- Step 8: Plan How to Share Information with the Student, Parent(s), and Teacher
- Step 9: Review the Intervention and Monitoring Plans

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team meets with the Principal and the School Advisory Council (SAC) in order to develop adequate objectives.

When developing and implementing the school improvement plan the Challenger RtI Team must:

1. Involve all staff in the process
 2. Motivate the staff by demonstrating how this initiative will help students
 3. Collaborate with staff to enhance RTI implementation
 4. Establish a set of processes and procedures to make decisions about students based on the data
 5. Plan and attend professional development activities
 6. Participate actively in data analysis meetings
- Evaluate the effectiveness of the tiers instruction

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The RtI Leadership Team provides research-based interventions, such as a CHAMPs, intervention reading/math programs on the Broward County Struggling Readers and Struggling Math Charts. 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.

Describe the plan to train staff on MTSS.

Teachers will receive refresher training on the RtI process during the first week of planning in August 2012. Additional professional development will be provided during scheduled teacher planning days throughout the school year as needed. The RtI team provides training on the RtI process to new teachers.

Describe the plan to support MTSS.

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The school-based Literacy Leadership Team consists of the Principal, Assistant Principal, ESE Specialist, Guidance Counselor, ESE Teachers, Reading Coach and all K-5 Team Leaders.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Members of the team are designated to work with all grade levels to discuss students in need of interventions. The team will meet monthly using the Florida Continuous Improvement Model as the functioning guide. The team will analyze student academic data to discuss trends, areas of strengths and weaknesses and brainstorm strategies for improvement. The team will disseminate information at team leader meetings, grade level meetings, and at individual conferences with teachers.

What will be the major initiatives of the LLT this year?

Vocabulary development
Reading fluency and comprehension
Monitoring progress and interventions
Modeling strategies and sharing activities that promote literacy
Professional learning communities
Analyzing data to improve instruction
Mentoring teachers

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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 Round Up", for incoming kindergarten students and their parents. "Kindergarten Round Up" 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/Open House is held at the school. Students and parents meet their child's assigned teacher and visit the classroom. Flyers are sent to our neighborhood pre-schools inviting families to attend our "Kindergarten Round Up" and other field trip opportunities.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

NA

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

NA

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?

NA

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 29% (138) of third, fourth and fifth grade students will achieve a proficiency score (Level 3) on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (124) of third, fourth and fifth grade students scored a Level 3 on the FCAT Reading Assessment.	29% (138) of 3rd, 4th and 5th graders will achieve proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-Independent Readers	Students who are identified as struggling readers will receive double dose reading instruction.	Classroom Teacher	Administrative Walkthroughs, Data Chats, FCIM	End of Selection Reading Tests, 4th and 5th Grade Reading BATs, K & 3rd Grade FAIR, Performance-based Assessment
2	Lack of Vocabulary Development	Teachers will use a vocabulary development program to enhance student vocabulary that includes "Word of the Day" for each grade level.	Reading Coach Classroom Teacher	Administrative Walkthroughs, FCIM	4th and 5th Grade Reading BATs, Vocabulary Program Assessment, Kindergarten and 3rd Grade FAIR
3	Lack of Oral Reading Fluency	Daily fluency practice at school and at home for students below the 50% tile on their ORF using a fluency remediation program.	Reading Coach Classroom Teacher	Timed Fluency Assessment, Six Minute Solution, 3rd Grade FAIR, Treasures Fluency	ORF- 3 times per year, 3rd Grade FAIR
4	Non Mastery of Grade Level Expectations	After School Tutoring	Administration	Pre/Post Assessment	Post Test
5	Inadequate Exposure to Informational Texts and Higher Level Questions	Increase of exposure to informational texts and higher level questions	Classroom Teacher	Administrative Walkthroughs, Data Chats	End of Selection Reading Tests, Performance-based Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 44% (209) of third, fourth and fifth grade students will achieve above proficiency (Levels 4 and 5) on the FCAT Reading Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (195) of third, fourth and fifth grade students scored a level 4 or 5 on the FCAT Reading Assessment.	44% (209) of 3rd, 4th and 5th grade students will score a Level 4 or 5 on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reference and Research Skills	Students will utilize non-fiction texts during reading instruction. Media Specialist will support instruction with a variety of texts and graphs during media time.	Classroom Teacher Media Specialist	Administrative Walkthroughs, Lesson Plans, BEEP Lessons	4th and 5th grade Reading BATs, Basal Assessments, Performance-based Assessment
2	Lack of interaction with different genres	Students will read and analyze content specific novels, non-fiction, poetry, etc.	Classroom Teacher and Literacy Learning Team	Administrative Walkthroughs, Lesson Plans, BEEP Lessons	4th and 5th grade Reading BATs, Basal Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement	
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Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 72% (232) of retained third graders as well as all fourth and fifth graders will demonstrate learning gains on the FCAT Reading Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (222) of retained third graders as well as all fourth and fifth graders made learning gains on the FCAT Reading Assessment Test.	72% (232) of retained 3rd, 4th, and 5th grade students will make learning gains on the FCAT Reading Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading skill remediation for all students	Teachers will analyze data to provide remedial lessons and double dose in reading.	Classroom Teacher Literacy Leadership Team	FCIM Process	Riverdeep
2	Lack of reading stamina	Students will be exposed to longer and more complex texts.	Classroom Teacher Literacy Leadership Team	Administrative Walkthroughs	STAR, End of selection reading tests, FCAT Weekly Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 70% (69) of students scoring in the lowest 25% on the FCAT Reading Assessment Test will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (66) of students in the lowest 25% made learning gains on the FCAT Reading Assessment Test.	70% (69) of students in the lowest 25% will make learning gains in the FCAT Reading Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with Comprehension	Students identified as scoring in the lowest 25% on the FCAT reading assessment will receive double dose reading instruction.	Classroom Teacher Literacy Leadership Team Rtl Team	Classroom Walkthroughs, Data Chats, Rtl	Riverdeep, End of Selection Reading Tests, 4th and 5th Grade Reading BATs
2	Oral Reading Fluency	Students will use a fluency remediation program at school and/or at home.	Classroom Teacher, Literacy Leadership Team	Teacher Observation	ORF - 3 times per year

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By June 2017, Challenger Elementary will reduce the achievement gap in reading from 33% of 3rd, 4th and 5th grade students scoring non-proficient to 16.6%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	73%	76%	79%	81%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, students in each subgroup will increase satisfactory progress in reading by 3% as measured by the FCAT Reading Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students in the following subgroups made satisfactory progress on the FCAT Reading Assessment Test: White 70% (73 students), Black 57% (90 students) students).	Students in the following subgroups will increase satisfactory progress on the FCAT Reading Assessment Test by 3%: White 73% (76 students), Black 60% (95 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Mobility-many new students at Challenger	Analyze data to identify students needing reading intervention. Students	Classroom Teacher Reading Coach Administration	Classroom Walkthroughs	Riverdeep, 4th and 5th Grade Reading BATs,

1		will receive double dose in reading and will be instructed in small groups.			End of Selection Assessment, 3rd Grade FAIR
2	Prerequisite skills are lacking.	Students will be assessed and placed in appropriate reading groups targeting their areas of deficiency.	Classroom Teacher Administration Reading Coach	Pre/Post Tests Data Chats	Program Assessments FAIR
3	Lack of background knowledge	Teachers will use graphic organizers and United Streaming to preview content.	Classroom Teacher Reading Coach Leadership Team	Data Chats Graphic Organizers Classroom Walkthroughs	Observation, Program Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, the percentage of ELL students making satisfactory progress in reading will increase by 3% as measured by the FCAT Reading Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (6) of ELL students made satisfactory progress on the FCAT Reading Assessment Test.	53% (7) of ELL students will make satisfactory progress on the FCAT Reading Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of English vocabulary	Students will utilize the Language Master, low level reading books, and computer program for ELL students to increase vocabulary.	Classroom Teacher ELL Coordinator Reading Coach	Increased use of oral vocabulary in the classroom and understanding of classroom instruction and directions	Vocabulary Assessments and Classroom Observations
2	Insufficient differentiated instruction and learning activities pertaining just to ELL students	A peer tutor will be provided in class to assist ELL student. Additional materials will be available to teachers for differentiated instruction.	Classroom Teacher ELL Coordinator Reading Coach	Classroom Observations	Data Chats to discuss progress of ELL student, Classroom Walkthroughs
3	Lack of background knowledge	Teachers will preview content through visuals, graphic organizers and United Streaming.	Classroom Teacher Leadership Team Reading Coach	Graphic Organizers Data Chats Classroom Observations	Observations, Oral Assessments
4	Parents cannot assist students with English language acquisition	An interpreter will be available to assist parents during conferences. Resources will be sent home to help parents with the English language.	ESOL Coordinator Social Worker Interpreters	Parent Feedback	Parent Conferences, ESOL Meetings

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, the percentage of students with disabilities making satisfactory progress in reading will increase by 3% as measured on the FCAT Reading Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

33% (13) of students with disabilities made satisfactory progress on the FCAT Reading Assessment Test.	36% (15) of students with disabilities will make satisfactory progress on the FCAT Reading Assessment Test.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied learning styles as well as varied types of disabilities	Students will be given double dose in areas of math deficiency. Teachers will provide classroom intervention strategies to support the IEP and the VE teacher. Extended learning opportunities will be provided through after school tutoring.	Classroom Teacher ESE Teacher Reading Coach	Classroom Observations Data Chats	BATs Scores Progress Monitoring Data Chats FCAT
2	Students not working on grade level	Teachers will continue to differentiate the curriculum while exposing students to the on-level instruction.	Classroom Teacher ESE Teacher Reading Coach	Classroom Observations Data Chats	Assessments Progress Monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, the percentage of economically disadvantaged students making satisfactory progress in reading will increase by 3% as measured by the FCAT Reading Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (165) of economically disadvantaged students made satisfactory progress on the FCAT Reading Assessment Test.	64% (173) of economically disadvantaged students will make satisfactory progress on the FCAT Reading Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite skills to understand concepts.	Teacher will utilize graphic organizers to identify student background knowledge to modify instruction.	Administration Classroom Teacher Reading Coach	Weekly Student Assessments Observations Data Chats	BATs, Reading Assessments
2	Lack of proficiency of grade level vocabulary	Teacher will provide students with vocabulary practice through applications.	Reading Coach Classroom Teacher Administration	Vocabulary- Word of the Day Progress Monitoring	Program Assessments, Weekly Activities
3					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vocabulary Development	Grades K-5	Reading Coach	Grades K-5	Aug/Sep 2012	Classroom Walkthroughs	LLT
Daily 5	Grades K-5	Reading Coach	Selected K-5 teachers	Monthly Learning Communities	Classroom Walkthroughs	LLT
Informational Texts	Grades 3-5	Trained Teacher Leaders	Grades 3-5	Weekly Team Meetings	End of Reading Selection Assessments	LLT
Common Core Webinars	Grades K-5	Selected teachers in each grade level	Grades K-5	Monthly Team Meetings	Team Leaders Monitor Classroom Walkthroughs	LLT

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Daily Fluency Mastery	Six Minute Solution consumable copies and page protectors	SAC	\$828.00
Struggling Readers	Phonics Materials	Title I	\$1,000.00
			Subtotal: \$1,828.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Support of Reading Program	Elmo Document Cameras and Overhead Projectors	After Care Program Funds	\$8,000.00
			Subtotal: \$8,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core	Substitutes to cover classes	Title I	\$1,400.00
Struggling Readers Overview	Substitutes to cover classes	Title I	\$2,000.00
Daily 5	Textbooks	Instructional Materials	\$2,000.00
End of Year Articulation	Substitutes to cover classes	Title I	\$5,500.00
Learning Communities	Materials	Title I	\$274.00
			Subtotal: \$11,174.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Foundation	Foundation Reading Kits	SAC	\$1,400.00
After School Tutoring	Grades 3-5 Level 1 & Level 2 students (lowest 25%percentile)	After Care Program Funds	\$4,000.00
Foundation	Foundation Reading Kits	Instructional Materials	\$4,600.00
Data Chats	Substitutes to cover classes Oct. & Jan. data chats	Title I	\$2,400.00
			Subtotal: \$12,400.00
			Grand Total: \$33,402.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.
CELLA Goal #1:

By June 2013, 48% (58) of ELL students, K-5, will score proficient in listening and speaking.

2012 Current Percent of Students Proficient in listening/speaking:

A total of 45% (54) of ELL students scored proficient in the listening/speaking section of the CELLA assessment.
K 52% (23) Test Level A1
1 33% (13) Test Level A1
2 71% (10) Test Level A1
3 18% (2) Test Level B1
4 50% (4) Test Level B1
5 50% (2) Test Level B1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of English language skills	Students will use Language Master vocabulary cards to practice pronunciation of vocabulary words. Students will listen to stories at the listening center.	Classroom Teacher	Oral questions posed by classroom teacher	Picture/Vocabulary matching activity. Oral responses to teacher-made questions

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.
CELLA Goal #2:

By June 2013, 41% (50) of ELL students, K-5, will score proficient in reading.

2012 Current Percent of Students Proficient in reading:

A total of 38% (46) of ELL students scored proficient in the reading section of the CELLA assessment.
K 20% (9) Test Level A1
1 44% (17) Test Level A1
2 79% (11) Test Level A1
3 27% (3) Test Level B1
4 50% (4) Test Level B1
5 50% (2) Test Level B1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of English language skills	Students will listen and repeat different English language constructions.	Classroom Teacher	Teacher will read with student in a small group setting. Teacher will model for student.	Student will read to teacher.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.
CELLA Goal #3:

By June 2013, 35% (41) of ELL students, K-5, will score proficient in writing.

2012 Current Percent of Students Proficient in writing:

A total of 32% (38) of ELL students scored proficient in the writing section of the CELLA assessment.
K 0% (0) Test Level A1

- 1 51% (19) Test Level A1
- 2 79% (11) Test Level A1
- 3 18% (2) Test Level B1
- 4 50% (4) Test Level B1
- 5 50% (2) Test Level B1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not developed the skills necessary for written expression.	Students will use bilingual dictionaries to assist with translation. Students will practice newly acquired vocabulary to create sentences as the first steps in writing.	Classroom teacher	Monitoring student writing	Writing Product

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Language Vocabulary Practice	Language Master Cards	Instructional Materials - ESOL	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
English Language Listening/Reading Program	Software	Instructional Materials - ESOL	\$250.00
			Subtotal: \$250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
ELL Strategies	Powerpoint/Packets		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Dictionaries	Dictionaries	Instructional Materials - ESOL	\$150.00
			Subtotal: \$150.00
			Grand Total: \$900.00

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By June 2013, 33% (157) of third, fourth and fifth grade students will achieve proficiency (FCAT Level 3) on the FCAT Mathematics Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (142) of third, fourth and fifth grade students scored a Level 3 on the FCAT Mathematics Assessment Test.	33% (157) of 3rd, 4th and 5th grade students will achieve math proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific skill deficiencies	Students will receive additional math support through Riverdeep and small group instruction. Teachers will hold small group remediation. Teachers will use intervention materials including Destination and Soar to Success.	Classroom Teacher Administration	Data Chats Classroom Walkthroughs	GoMath, 3rd, 4th, 5th grade Math BATs, Riverdeep
2	Difficulty identifying the correct problem solving strategy	Teachers will use Singapore Math strategies to solve word problems.	Classroom Teacher Administration	Classroom Walkthroughs	Program Assessments
3	Difficulty with math vocabulary	Teachers will provide daily practice of vocabulary needed to understand math lesson.	Classroom Teacher Administration	Classroom Assessments	Program Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 37% (176) of third, fourth and fifth grade students will achieve above level proficiency (FCAT Levels 4 and 5) on the FCAT Mathematics Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (162) of third, fourth and fifth grade students scored a Level 4 or 5 on the FCAT Mathematics Assessment Test.	37% (176) of 3rd, 4th and 5th grade students will achieve above level proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Multi-step word problems	Teachers will utilize practice tests and teach strategies in solving multi-step word problems.	Classroom Teacher	Classroom Walkthroughs Data Chats	Chapter Test, Practice Materials, 3rd, 4th, 5th Grade Math BATs
2	Not enough practice with more complex tasks requiring critical thinking skills	Teachers will use more challenging games, activities and online tools to deepen knowledge of content.	Classroom Teacher Administration	Classroom Walkthroughs Data Chats	Observation, Benchmark Assessment,

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, 71% (228) of students in grades 4 and 5 will make learning gains on the FCAT Mathematics Assessment Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (218) of students in grades 4 and 5 made learning gains on the FCAT Mathematics Assessment Test.	71% (228) of 4th and 5th grade students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-mastery of grade level expectations	Students will receive small group instruction and daily review of previously taught material. Teachers will use Calendar Math daily.	Classroom Teacher Administration	Classroom Walkthroughs Data Chats	3rd, 4th, 5th grade Math BATs, Riverdeep, Chapter Assessments
2	Deficiency in skills not mastered in previous academic year.	Students will receive additional practice through technology program and after school tutoring.	Classroom Teacher Administration	Classroom Walkthroughs Data Chats	BATs, Riverdeep, Weekly Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 63% (72) of students scoring in the lowest 25% will demonstrate learning gains on the FCAT Mathematics Assessment Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (68) of students in lowest 25% made learning gains on the FCAT Mathematics Assessment Test.	63% (72) of students in the lowest 25% will make learning gains on the FCAT Mathematics Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of reading skills necessary for comprehension	Students will receive double dose reading group instruction and will review grade appropriate math vocabulary.	Classroom Teacher Reading Coach Rtl Team	Data Chats, RTI, Classroom Walkthroughs	Chapter Test, Math Vocabulary Review
2	Non-mastery of grade level expectations	After school tutoring	After school tutor (teacher) Administrator	Pre/Post Assessment	Post Test
3	Lack of prerequisite skills in math	Students will be grouped by area of weakness and will work in small groups with teacher.	Classroom Teacher Administrator	Data Chats, Classroom Walkthroughs	Weekly Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By June 2017, Challenger Elementary will reduce the achievement gap in math from 34% of 3rd, 4th and 5th grade students scoring non-proficient to 17%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	73	75	78	81	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, students in each subgroup will increase satisfactory progress in math by 3% as measured by the FCAT Reading Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students in the following subgroups made satisfactory progress on the FCAT Math Assessment Test: White 71% (74 students), Black 58% (92 students), Hispanic 69% (97 students), Asian 89% (16 students).	Students in the following subgroups will increase satisfactory progress on the FCAT Math Assessment Test by 3%: White 74% (77 students), Black 61% (96 students), Hispanic 72% (101 students), Asian 92% (17 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility-many new students at Challenger	Analyze data to identify students needing math intervention. Students will receive small group instruction and double dose in math.	Classroom Teacher	Walkthroughs Data Chats	Riverdeep, 3rd, 4th, 5th grade Math BATs, End of Selection Assessment
2	Lack of prerequisite skills in math	Students will utilize Destination Math and FCAT Explorer to practice skills.	Classroom Teacher Administration	Walkthroughs Student Assessment	Destination Math, FCAT Explorer, Program Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making	
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satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, the percentage of ELL students making satisfactory progress in math will increase by 3% as measured by the FCAT Math Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (7) of ELL students made satisfactory progress on the FCAT Mathematics Assessment Test.	64% (8) of ELL students will make satisfactory progress on the FCAT Math Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated learning activities	Teams will discuss strategies needed to support ELL students.	Classroom Teachers	Planning Observations Progress Monitoring	Program Assessment
2	Lack of prerequisite skills	Teachers will use online programs to help students develop necessary skills.	Classroom Teachers	Progress Monitoring	Online Program Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, the percentage of students with disabilities making satisfactory progress in math will increase by 3% as measured on the FCAT Math Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (17) of students with disabilities made satisfactory progress on the FCAT Math Assessment Test.	45% (18) of students with disabilities will make satisfactory progress on the FCAT Math Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied learning styles as well as varied types of disabilities	Students will be given double dose in areas of math deficiency. Teachers will provide classroom intervention strategies to support the IEP and the VE teacher. Extended learning opportunities will be provided through after school tutoring.	ESE Teacher Classroom Teacher Administration	Classroom Observations Data Chats	BAT Scores, Program Assessments, Progress Monitoring
2	Not working on grade level	Students will receive small group instruction.	ESE Teacher Classroom Teacher Administration	Classroom Observations Data Chats Data Collection	Program Assessments Progress Monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, the percentage of economically disadvantaged students making satisfactory progress in math will increase by 3% as measured by the FCAT Math Assessment Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (168) of economically disadvantaged students made satisfactory progress on the FCAT Math Assessment Test.	65% (176) of economically disadvantaged students will make satisfactory progress on the FCAT Math Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility- many new students at Challenger	Analyze data to identify students needing math intervention. Students will be instructed in small groups and will receive double dose in math.	Classroom Teacher	Classroom Walkthroughs	Riverdeep, 3rd, 4th, 5th grade Math BATs, End of Chapter Test
2	Lack of parental support at home and/or involvement in school trainings and events	School will provide resources and informative materials to parents to help their children at home.	Administrator Classroom Teacher	Parent Surveys Parent Communication	Student Homework Assignment, Progress Monitoring
3	Lack of access to technology in the home	Students will be given increased access to technology in class and in the technology lab.	Classroom Teacher	Progress Monitoring	Online Progress Reports

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Webinars	Grades K-5	Selected teachers in each grade level	Grades K-5	Monthly Team Meetings	Team Leaders Monitor, Classroom Walkthroughs	Team Leaders Administrators
GoMath Interventions	Grades K-5	Team Leaders	Grades K-5	Weekly Team Meetings	Classroom Walkthroughs	Team Leaders Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
GoMath Assessments	Florida Assessment Guide	Instructional Materials Textbooks	\$1,550.00
			Subtotal: \$1,550.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	Levels 1 and 2 (Lowest 25%)	After Care Program	\$4,000.00
			Subtotal: \$4,000.00
			Grand Total: \$5,550.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		By June 2013, 33% (53) of 5th grade students will achieve proficiency (FCAT Level 3) on the FCAT Science Assessment Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30% (49) of fifth grade students scored Level 3 on the FCAT Science Assessment Test.		33% (53) of 5th grade students will achieve proficiency on the FCAT Science Assessment Test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-mastery of grade level expectations	Teachers will use science kits for instruction and remediation. Fifth grade students will learn the scientific process through a science fair project. Projects will be exhibited at Challenger's Science Fair.	Classroom Teacher	Classroom Walkthroughs, Lesson Plans	Science BATs (5th), Science Projects Rubric
2	Time restraint	Teachers will integrate science across the curriculum through project-based learning activities, such as our school-wide recycling program.	Classroom Teacher	Classroom Walkthroughs Lesson Plans	End of Unit Test, Student-made Projects & Research, Rubric
3	Inability to read nonfiction science text	Teachers will supplement more nonfiction materials, activate prior knowledge and add science vocabulary development. K-5 students will have science journals.	Classroom Teacher	Classroom Walkthroughs Lesson Plans	End of Unit Test Student Journals
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

Science Goal #2a:

By June 2013, 22% (36) of 5th grade students will achieve above level proficiency (FCAT Levels 4 and 5) on the FCAT Science Assessment Test.

2012 Current Level of Performance:

2013 Expected Level of Performance:

19% (31) of fifth grade students scored a Level 4 or 5 on the FCAT Science Assessment Test.

22% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Planning for lab experiments	Curriculum Development and Team Planning	Classroom Teacher Science Contact	Lesson Plans Walkthroughs	Mini-BATs, End of Unit Test, Student Logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Labs/ Curriculum Development	5th Grade Teachers	Team Leader	5th Grade Teachers	Ongoing	Classroom Walkthroughs	Administrators Team Leaders
Common Core	K-2	District Training	K-2	Ongoing	Classroom Walkthroughs	Administrators Team Leaders

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Labs Classroom Preparation	Substitutes to cover classes	Title I	\$1,400.00
			Subtotal: \$1,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,400.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 84% (133) of 4th grade students will achieve proficiency (FCAT Level 3 and higher) in writing as measured by the FCAT Writing Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (130) of 4th grade students achieved proficiency Level 3.0 and higher on the FCAT Writing Assessment Test.	84% (133) of 4th grade students will achieve proficiency in writing on the FCAT Writing Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation	Student Incentives and Recognition: School-wide Literary Fair: Students will write essays, poems or short stories. Judges will select the best 3 in each classroom to be read at Barnes & Noble during our Meet the Author's Night. Participant ribbons awarded to all students as well as 1st, 2nd, & 3rd place ribbons to the winners.	Classroom Teacher Administrators	Student chats Teacher observation	Kindergarten-1st grade monthly literacy-related writing 2nd, 3rd, 4th, 5th grade Writing Prompts, Original Works for Literary Fair
2	Lack of ability with the writing process	Teachers will provide vocabulary development practice. Word of the Day will be implemented in grades K-5th.	Classroom Teacher	Classroom Walkthroughs, Lesson Plans, Student Work Displayed	K-1st grade monthly literacy-related writing 2nd-5th Grade Monthly Writing Prompts
3	Lack of knowledge of conventions	Teachers will provide additional instruction of conventions. Language Arts centers will be set up in all primary classrooms to provide additional practice on conventions. Millennium Middle Journalism class will team with our 4th grade students to start a school newspaper. Spelling Bee Competition for 4th & 5th grades will be offered.	Classroom Teacher	Classroom Walkthroughs	Student Work, Spelling Bee Competition Placement

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-2	District Training	K-2	Ongoing	Classroom Walkthroughs	Writing Committee Team Leaders
FCAT 2.0 Writing Training	4th Grade	District Training	4th Grade	Ongoing through Learning Communities	Classroom Walkthroughs Progress Monitoring	Classroom Teacher Team Leader
Monthly Vertical Teaming	K-5	Committee Facilitator	K-5	Ongoing	Classroom Teacher	Writing Committee

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for Students	Ribbons for Literary Fair		\$200.00
Spelling Bee Competition	Ribbons for competition		\$100.00
			Subtotal: \$300.00
			Grand Total: \$300.00

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		By June 2013, Challenger will have 98.5% attendance rate.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.9%		98.5%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
17		14			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
182		179			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental awareness of importance of school attendance	Provide student incentives Involve school social worker	Attendance Clerk Social Worker	Student daily attendance records	TERMS
2	Increase of reassignments	Conference with parents Student incentives Involve social worker	Attendance Clerk Social Worker	Student daily attendance records	TERMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA						

Attendance Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2013, Challenger will reduce suspensions by 30%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
6	4
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5	3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	3
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not using CHAMPs school-wide discipline program with fidelity	In-school inservice of CHAMPs program & implementation In-school programs to teach respect & violence prevention: "HANDS" K/2nd/4th/5th "Too Good for Drugs" 1st grades, "Get Real About Violence" 3rd grades, Self Esteem 3rd gr. retained students, Schoolwide: mentorship program antibullying Peace Week Kids of Character	Guidance Counselor Administrator	Administrative Walkthroughs	Disciplinary Referrals, Classroom Activities
2	Repeat offenders	Student referral to RtI for individual behavior plan	RtI Team Classroom Teacher	Implementation of Tier 2 Interventions	Teacher Anecdotal & Behavior Frequency Chart

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Strategies	K-5 Teachers	Guidance Counselor Assistant Principal	K-5 Teachers	Ongoing	Behavior Plan	Guidance Counselor Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2013, parent involvement will increase by 3% (37) based on parent event sign-in sheets.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
68% (626)	72% (663)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents unable to attend evening events due to work	Variety of events and times throughout the year Instructional online videos available on web site	Title 1 Liaison Webmaster	Parent Attendance Log Web site data analysis	Attendance Log Web site statistics
2	Large Hispanic community not able to understand school newspaper, flyers, etc.	More communication will be available in Spanish to include Parentlink.	Principal	Parent Attendance Log	Attendance Log

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Universities	K-5	Selected Teachers and Support Staff	K-5	Oct. 11, 2012 Oct. 18, 2012	Sign-in Sheets Feedback from Parents	Administrators

Parent Involvement Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Parent Universities: Reading, Math, Science, Active Parenting, ESOL, Organizational Skills and Homework topics/sessions presented to parents	Stipends for presenters Babysitting services	Title I	\$1,664.00
Family Math Night	Stipend for Coordinator and Teachers	Title I	\$600.00
Science Fair Night	Stipend for Coordinator	Title I	\$100.00
Meet the Author Night	Stipend for Coordinator	Title I	\$100.00
Reading Across Broward Awards	Stipend for Coordinator	Title I	\$100.00
Multicultural Festival Night	Stipend for Teachers	Title I	\$400.00
			Subtotal: \$2,964.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Registration - 2 parents	Title I	\$80.00
			Subtotal: \$80.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Universities	Refreshments		\$525.00
			Subtotal: \$525.00
			Grand Total: \$3,569.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Fifth grade students will learn the scientific process and learn to do a science project. K-4 will learn the scientific process and do class science projects.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of the scientific process	Students will learn to do a science project.	Classroom Teachers Administrator	Science Journals Teacher-Student Discussion of Project	Science Project Rubric
2	Lack of exposure to science vocabulary	Teachers will do reading through science in order to provide more time to teaching science vocabulary. Teachers will provide more hands-on activities/experiments.	Administration Classroom Teacher	Science Journals Class Discussion of Science Topics during Reading Cooperative Learning with hands-on activities	Science BAT Test Scores (5th Grade) Classroom Activities Program Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Learning Communities	K-5	Team Leaders	K-5	On-going	Lesson Plans Classroom Walkthroughs	Administration Classroom Teacher

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Daily Fluency Mastery	Six Minute Solution consumable copies and page protectors	SAC	\$828.00
Reading	Struggling Readers	Phonics Materials	Title I	\$1,000.00
CELLA	Language Vocabulary Practice	Language Master Cards	Instructional Materials - ESOL	\$500.00
Mathematics	GoMath Assessments	Florida Assessment Guide	Instructional Materials Textbooks	\$1,550.00
Science	Science Labs Classroom Preparation	Substitutes to cover classes	Title I	\$1,400.00
Parent Involvement	Parent Universities: Reading, Math, Science, Active Parenting, ESOL, Organizational Skills and Homework topics/sessions presented to parents	Stipends for presenters Babysitting services	Title I	\$1,664.00
Parent Involvement	Family Math Night	Stipend for Coordinator and Teachers	Title I	\$600.00
Parent Involvement	Science Fair Night	Stipend for Coordinator	Title I	\$100.00
Parent Involvement	Meet the Author Night	Stipend for Coordinator	Title I	\$100.00
Parent Involvement	Reading Across Broward Awards	Stipend for Coordinator	Title I	\$100.00
Parent Involvement	Multicultural Festival Night	Stipend for Teachers	Title I	\$400.00
				Subtotal: \$8,242.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Support of Reading Program	Elmo Document Cameras and Overhead Projectors	After Care Program Funds	\$8,000.00
CELLA	English Language Listening/Reading Program	Software	Instructional Materials - ESOL	\$250.00
				Subtotal: \$8,250.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core	Substitutes to cover classes	Title I	\$1,400.00
Reading	Struggling Readers Overview	Substitutes to cover classes	Title I	\$2,000.00
Reading	Daily 5	Textbooks	Instructional Materials	\$2,000.00
Reading	End of Year Articulation	Substitutes to cover classes	Title I	\$5,500.00
Reading	Learning Communities	Materials	Title I	\$274.00
CELLA	ELL Strategies	Powerpoint/Packets		\$0.00
Parent Involvement	Annual Parent Seminar	Registration - 2 parents	Title I	\$80.00
				Subtotal: \$11,254.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Foundation	Foundation Reading Kits	SAC	\$1,400.00
Reading	After School Tutoring	Grades 3-5 Level 1 & Level 2 students (lowest 25%percentile)	After Care Program Funds	\$4,000.00
Reading	Foundation	Foundation Reading Kits	Instructional Materials	\$4,600.00
Reading	Data Chats	Substitutes to cover classes Oct. & Jan. data chats	Title I	\$2,400.00

CELLA	Dictionaries	Dictionaries	Instructional Materials - ESOL	\$150.00
Mathematics	After School Tutoring	Levels 1 and 2 (Lowest 25%)	After Care Program	\$4,000.00
Writing	Incentives for Students	Ribbons for Literary Fair		\$200.00
Writing	Spelling Bee Competition	Ribbons for competition		\$100.00
Parent Involvement	Parent Universities	Refreshments		\$525.00
				Subtotal: \$17,375.00
				Grand Total: \$45,121.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

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. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading Instructional Materials Substitutes to cover SAC Teacher Members during SAC meetings	\$3,400.00

Describe the activities of the School Advisory Council for the upcoming year

Review the School Improvement Plan
 Election of SAC Officers
 Review and Implementation of SAC By-Laws
 Review Benchmark Data & Make Recommendations
 Conduct Needs Assessment
 Prepare A+ Funds Allocation

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District CHALLENGER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	85%	95%	51%	313	Writing and Science: Takes into account the % scoring 4.0 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%	65%			131	3 ways to make gains: ● 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?	63% (YES)	56% (YES)			119	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.
FCAT Points Earned					563	
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 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	84%	88%	49%	303	Writing and Science: Takes into account the % scoring 4.0 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%	65%			133	3 ways to make gains: ● 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?	55% (YES)	67% (YES)			122	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.
FCAT Points Earned					558	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested