

Broward County Public Schools

Challenger Elementary School



2021-22 Schoolwide Improvement Plan

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Challenger Elementary School

5703 NW 94TH AVE, Tamarac, FL 33321

[no web address on file]

Demographics

Principal: Tara Zdanowicz

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (60%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Challenger Elementary School

5703 NW 94TH AVE, Tamarac, FL 33321

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Challenger Elementary will provide a positive learning environment, which recognizes the importance of individual needs, and encourages community involvement. Challenger is committed to educating all students/staff to reach their highest potential.

Provide the school's vision statement.

The vision of Challenger Elementary is aligned with the District's vision. We are dedicated to educate today's students and staff to succeed in tomorrow's world.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Zdanowicz, Tara	Principal	<p>Assume administrative responsibility and instructional leadership, under the supervision of the superintendent in accordance with rules and regulations of the School Board, for the planning, management, operation, and evaluation of the educational program of the school.</p> <p>Submit recommendations to the Superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school.</p> <p>Assume administrative responsibility for all records and reports required regarding pupils, for the transfer of pupils within the school, and for the promotion of pupils.</p> <p>Has the authority to discipline students up to and including the suspension of students from school or from a school bus.</p> <p>Enforce the Broward County Schools Code of Student Conduct.</p>
Brightman, Christopher	Assistant Principal	<p>The Assistant School Principal will effectively perform the responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Computer skills as required for the position.</p>
Sujballie-Holness, Tia	School Counselor	<p>The Elementary Guidance Counselor shall</p> <ol style="list-style-type: none"> 1. establish small group counseling sessions. 2. counsel students on personal and academic concerns and notify parents as deemed necessary. 3. provide materials and suggestions for classroom oriented guidance activities. 4. arrange student, parent and teacher conferences. 5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. <p>Elementary Guidance Counselor (Cont.) JJ-015</p> <ol style="list-style-type: none"> 6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. work with parent groups in the area of child growth, development and discipline. 8. meet with teachers to present and explaining the results of various testing programs. 9. assist teachers in effective utilization of test results. 10. identify community and school system resources

Name	Position Title	Job Duties and Responsibilities
		<p>and when advisable, refer student situations to the proper agencies.</p> <p>11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested.</p> <p>12. gather information from all faculty members having contact with a student being considered for referral.</p> <p>13. review current developments, literature and technical sources of information related to job responsibility.</p> <p>14. ensure adherence to good safety procedures.</p> <p>15. perform other duties as assigned by the Principal.</p> <p>16. follow federal and state laws, as well as School Board policies.</p>

Demographic Information

Principal start date

Tuesday 7/1/2014, Tara Zdanowicz

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

900

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	122	135	127	156	134	186	0	0	0	0	0	0	0	860
Attendance below 90 percent	15	16	18	8	16	10	0	0	0	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	26	30	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	15	22	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	30	31	35	31	13	15	0	0	0	0	0	0	0	155

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	19	15	0	0	0	0	0	0	0	34

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	3	3	4	1	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/29/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	139	113	158	142	193	165	0	0	0	0	0	0	0	910
Attendance below 90 percent	25	15	17	17	25	7	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	16	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	15	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	4	3	6	1	0	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	1	2	1	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	139	113	158	142	193	165	0	0	0	0	0	0	0	910
Attendance below 90 percent	25	15	17	17	25	7	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	13	26	30	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	12	15	22	0	0	0	0	0	0	0	49

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	4	3	6	3	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	1	2	1	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	59%	57%	67%	56%	56%
ELA Learning Gains				66%	60%	58%	65%	57%	55%
ELA Lowest 25th Percentile				59%	54%	53%	56%	51%	48%
Math Achievement				72%	65%	63%	68%	62%	62%
Math Learning Gains				76%	66%	62%	63%	60%	59%
Math Lowest 25th Percentile				54%	53%	51%	44%	47%	47%
Science Achievement				48%	46%	53%	54%	49%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	60%	0%	58%	2%
Cohort Comparison						
04	2021					
	2019	68%	62%	6%	58%	10%
Cohort Comparison		-60%				
05	2021					
	2019	56%	59%	-3%	56%	0%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	65%	1%	62%	4%
Cohort Comparison						
04	2021					
	2019	74%	67%	7%	64%	10%
Cohort Comparison		-66%				
05	2021					
	2019	64%	64%	0%	60%	4%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	49%	-4%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The school-wide progress monitoring tool used was iReady where we sourced the majority of data. This allows us to compare each grade level throughout the school year, as well as disaggregate data across subgroups. Fifth grade assessed Science at the middle and end of the school year. Due to virtual learning, classroom assessments were given to track progress throughout the year, however a formal Beginning of year Science assessment was not administered. BSA, and FSA were used for the data points provided.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	166/42%	169/54%	145/58%
	Economically Disadvantaged	78/32%	80/43%	84/54%
	Students With Disabilities	28/14%	27/29%	21/52%
	English Language Learners	30/31%	32/54%	28/62%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	164/34%	169/40%	141/48%
	Economically Disadvantaged	77/27%	79/29%	67/39%
	Students With Disabilities	27/22%	27/17%	18/33%
	English Language Learners	29/44%	32/36%	28/68%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	221/34%	226/55%	190/58%
	Economically Disadvantaged	95/14%	91/33%	97/47%
	Students With Disabilities	44/15%	45/36%	34/47%
	English Language Learners	45/20%	46/26%	40/29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	220/21%	223/44%	187/48%
	Economically Disadvantaged	94/12%	91/20%	91/27%
	Students With Disabilities	44/18%	44/28%	34/29%
	English Language Learners	44/21%	45/29%	40/29%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	196/49%	198/55%	203/68%
	Economically Disadvantaged	98/23%	98/33%	100/42%
	Students With Disabilities	40/33%	41/37%	42/43%
	English Language Learners	35/26%	36/25%	37/49%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	194/9%	196/26%	199/40%
	Economically Disadvantaged	98//3%	98/6%	99/16%
	Students With Disabilities	39/5%	40/10%	41/23%
	English Language Learners	35/6%	34/6%	37/14%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	238/36%	250/43%	249/50%
	Economically Disadvantaged	123/20%	125/30%	76/28%
	Students With Disabilities	53/10%	56/15%	55/12%
	English Language Learners	42/10%	45/11%	46/26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	239/21%	250/33%	246/55%
	Economically Disadvantaged	123/3%	125/12%	87/30%
	Students With Disabilities	53/4%	56/10%	52/22%
	English Language Learners	42/5%	45/11%	46/33%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	205/41%	205/46%	197/55%
	Economically Disadvantaged	112/19%	111/24%	no data/50%
	Students With Disabilities	38/19%	37/11%	37/19%
	English Language Learners	27/15%	27/27%	27/35%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	203/29%	197/42%	193/57%
	Economically Disadvantaged	111/11%	108/22%	no data/0%
	Students With Disabilities	38/15%	36/18%	35/38%
	English Language Learners	27/23%	25/42%	27/73%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		153/32.7%	111/37%
	Economically Disadvantaged		107/29%	74/35%
	Students With Disabilities		19/15.8%	10/20%
	English Language Learners		19/15.8%	11/18%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	21	30	18	40	45	20				
ELL	44	45		29	24		39				
BLK	51	53	50	28	24	25	29				
HSP	54	50		43	32		53				
MUL	61			56							
WHT	68			58							
FRL	53	47	36	34	21	26	35				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	45	50	35	50	41	21				
ELL	58	64	59	72	74	64	45				
ASN	73			91							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	60	67	59	67	73	50	44				
HSP	67	64	57	75	78	59	42				
MUL	75	64		75	71		55				
WHT	67	68		74	80		58				
FRL	60	63	57	69	75	52	43				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	54	48	41	46	35	31				
ELL	57	68	67	61	61	58	31				
BLK	61	61	50	64	56	40	43				
HSP	70	68	65	67	63	41	61				
MUL	81	79		67	79		70				
WHT	75	68		80	74		70				
FRL	63	63	55	66	63	45	50				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	8
Percent Tested	81%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FSA data shows that the general population of students scored as follows (all comparisons are made to 2019 FSA data):

ELA 2021 2019

3rd Grade: 51% 60%

4th Grade: 51% 68%

5th Grade: 60% 56%

The school average is 55% compared to 2019 data which shows that the school average was 64%. Challenger's general population scored 9% lower in 2021 than in 2019 in the area of ELA. Fifth grade students scored 9% higher than third and fourth graders. Learning gains were 52% which shows a 14% decrease. Learning gains of the lowest percentile shows an 18% decrease. Fifth graders scored higher in 2021 compared to 2019.

Math 2021 2019

3rd Grade: 27% 66%

4th Grade: 43% 74%

5th Grade: 40% 64%

The school average is 38% compared to 72% in 2019. Challenger's general population scored 34% lower in 2021 than in 2019 in the area of Math. Fourth grade students scored higher than third and fifth grade students in both 2019 and 2021. Learning gains were 29% which shows a 47% decrease. Learning gains of the lowest percentile shows a 25% decrease. All grade levels showed decrease, especially in Math (although Math scores were higher than ELA in 2019).

The general population scored 39% in the area of Science which is a 9% decrease from 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Challenger's Lowest Quartile showed an 18 percentage point decrease from 2019 to 2021 in ELA. Our Math results showed a 25 percentage point decrease from 2019 to 2021. Students with Disabilities (SWD) was the target group needing the most support and improvement based on 2019 FSA data. End of Year (EOY) iReady ELA data from the 2019/2020 school year shows that 18% of SWD's were proficient compared to 2020/2021 EOY data which shows 34% proficiency. In the area of Math the iReady results show that 14% of SWD's were proficient compared to 2020/2021 data which shows 27% proficiency. Although subgroup demonstrated growth in both areas, proficiency levels are still low in comparison to the general education population.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Pre-Pandemic, our SWDs and ELLs were the subgroups requiring the most support. Professional development, pull-out/push-in scheduling and alignment of IEP goals with grade level standards were the action steps that were put into place to see improvement. The general population showed learning loss due to the impacts of Covid-19. Barriers include virtual learning, technology issues, lack of in-person small group instruction, decreased attendance, staffing, and lack of in-person parental engagement activities.

The entire school community is in-person once again. Actions being taken to reengage students and families are reaching out to solve attendance barriers, assessing all students within the first 30 days of school to determine academic needs, reintroducing small group classroom instruction for Tier 1, 2, and 3 students in addition to pull-out and push-in groups with interventionists (ELA and Math), and groups with ESE support. Challenger has been allocated additional interventionist positions increasing our human resources. We have also began having in-person events for all stakeholders to attend.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In comparing 2019 FSA data to 2021 FSA data, the most improvement was made by fifth grade students in the area of ELA, specifically Language and Editing and Craft and Structure. School-wide growth was made in the area of Vocabulary according to EOY iReady Diagnostic given in 2020 as compared to EOY iReady Diagnostic given in 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Challenger utilized para-professionals in the virtual space to address subgroups such as ELLs, SWDs, and students in Rtl (Tier 2 and Tier 3). Professional Development was provided, training paras in research-based Reading interventions. We also offered Extended Learning Opportunities school-wide both in-person and in the virtual space (before and after school).

What strategies will need to be implemented in order to accelerate learning?

To accelerate and enrich learning, Challenger is assessing students and monitoring progress which will inform our instruction and meet each child where they are. Classroom teachers differentiate instruction and use a variety of resources during independent practice, center time, and small group instruction. Teachers also engage students in projects to extend their learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will participate in Professional Learning Communities where they will engage in grade level data chats, collegial inquiry, and share best practices that will help them to enrich all learners. They will use formative and summative data to progress monitor.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Challenger is continuing to provide Extended Learning Opportunities (beginning earlier this school year) to help support the entire school community in ELA and Math.

ESSR teachers have been assigned to provide Reading and Math interventions daily for struggling students.

Data-driven Professional Development is given in grade level Professional Learning Communities. Math and ELA resources have been purchased to help support students at all levels.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of

Focus

Description and

Rationale:

17% of Students with Disabilities scored a level 3 or above on FSA Math in comparison to the general population who demonstrated 37% proficiency.

Measurable Outcome:

Challenger plans to increase SWD Math proficiency from 17% to 30% evidenced by 2021/2022 FSA results.

Monitoring:

iReady is a school-wide tool used for teaching and progress monitoring. Teachers give checkpoints (formative assessments), as well as diagnostics (summative assessments) to track progress and make informed decisions.

Person

responsible

for

monitoring

outcome:

Christopher Brightman (christopher.d.brightman@browardschools.com)

Evidence-based Strategy:

We are using research-based targeted resources, and have been given additional fiscal allocations to fund a Math interventionist who is dedicated to pulling small groups. Students are ability grouped, and are taught based on their targeted needs. Resources purchased are: Class Hero, iReady Toolbox, Moving with Math, Forward Mathematics, and Touch Math.

Rationale

for

Evidence-based

Strategy:

The rationale for selecting these strategies are research-based and supported by the district. We have used Math Acaletics in the past and it has yielded great results.

Action Steps to Implement

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	28% of Students with Disabilities scored a level 3 or above on FSA in the area of Reading compared to the general population who demonstrated 54% proficiency.
Measurable Outcome:	Challenger plans to increase SWD ELA proficiency from 28% to 35% evidenced by 2021/2022 FSA results.
Monitoring:	iReady is a school-wide tool used for teaching and progress monitoring. Teachers give checkpoints (formative assessments), as well as diagnostics (summative assessments) to track progress and make informed decisions.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We are using research-based targeted resources, and have been given additional fiscal allocations to fund 2 Reading interventionists who are dedicated to pulling small groups. Students are ability grouped, and are taught based on their targeted needs. Resources purchased are:
Rationale for Evidence-based Strategy:	The rationale for selecting these strategies are research-based and supported by the district. We have used ____ in the past and it has yielded great results.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Challenger Elementary reported .2 incidents per 100 students. When compared to all elementary schools statewide, it falls into the low category, with a rank of #333 out of 1,395 total schools. One area of concern that is being monitored for the 2021-2022 school year are behavior threats. The school implements a thorough Behavioral Threat Assessment (BTA) process when needed, conducts monthly BTA meetings to monitor current cases, and holds behavior assemblies with students to promote positive behavior and ensure safety.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Challenger Elementary builds a positive school culture and environment by ensuring that there is:

- Social justice and equity by ensuring that all students regardless of race or disability receive differentiated instruction and access to resources needed for learning.
- Allocation of funds are used to provide adequate resources for all students.
- Celebrating Diversity by including Social Emotional components such as Morning Mindfulness and utilizing Cloud 9 character trait education.
- Incorporating the four state mandates into core curriculum to promote diversity and acknowledge cultural contributions.
- Providing high communication where parents are involved in the decision making process through SAC and family nights including Title 1 family events.
- Professional development is provided to staff to share best practices and desegregate data.
- Celebration of all stakeholder achievements such as acknowledging volunteers, Honor Roll, Reading Across Broward, Staff Appreciation week, and spotlighting Star staff of the week.
- Established a positive behavior discipline plan where all stakeholders were involved to ensure safety in our school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders include:

School Staff: administration, office staff, leadership team, support staff, teachers, para-professionals, custodial staff, and cafeteria employees all work together to cultivate an environment rich in good citizenship, diversity, and building leadership capacity.

Students: participate in social emotional learning and character trait education to maintain a warm climate and positive school culture.

Parents/Guardians/Families: general, PTA, SAC members, SAF designee, parent volunteers. This group of stakeholders help to raise funds used to facilitate appreciative leadership for staff and students. In addition, they plan and facilitate events that allow families to gather and share experiences while building a strong school community.

Business Partners: Wawa, AXA Equitable, & DJ Nikko provide the school with goods and services supporting a positive school culture and climate such as: breakfast/lunch for teacher appreciation, snacks

for students, & music for student events.

Community Partners: local churches, Tamarac Fire Department, & local city officials donate clothing and supplies and participate in school events such as Read for the Record.

All stakeholders participate in creating the School Wide Positive Behavior Plan.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$109,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	3771 - Challenger Elementary School	Title, I Part A		\$13,000.00
			<i>Notes: iReady Toolbox, and Moving with Math, were purchased through Title I funding to support growth in Math school-wide.</i>			
	5100	500-Materials and Supplies	3771 - Challenger Elementary School	General Fund		\$2,700.00
			<i>Notes: Forward Mathematics</i>			
	3230	100-Salaries	3771 - Challenger Elementary School	IDEA		\$36,000.00
			<i>Notes: 2 para-professionals have been allotted to support Students with Disabilities.</i>			
	3350	100-Salaries	3771 - Challenger Elementary School	Other		\$58,000.00
			<i>Notes: ESSR position will serve the student population through interventions given during small group instruction.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$158,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3350	100-Salaries	3771 - Challenger Elementary School	Other		\$116,000.00
			<i>Notes: ESSR position will serve the student population through interventions given during small group instruction.</i>			
	3230	100-Salaries	3771 - Challenger Elementary School	IDEA		\$36,000.00
			<i>Notes: 2 para-professionals have been allotted to support Students with Disabilities.</i>			
	3350	500-Materials and Supplies	3771 - Challenger Elementary School	Other		\$6,000.00
			<i>Notes: LLI kits were purchased to deliver targeted instruction.</i>			
Total:						\$267,700.00