

Broward County Public Schools

Championship Academy Of Distinction At Davie



2019-20 Schoolwide Improvement Plan

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Championship Academy Of Distinction At Davie

3367 N UNIVERSITY DR, Davie, FL 33024

championshipacademy.org

Demographics

Principal: Jeffrey Dudek

Start Date for this Principal: 8/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 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* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (47%) 2016-17: B (59%) 2015-16: C (45%) 2014-15: C (46%)
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	TS&I

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

School Board Approval

N/A

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	90%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

School Board Approval

N/A

SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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.

The mission of Championship Academy of Distinction is to foster interpersonal relationships with our parents, students, and staff in efforts to build a safe and nurturing family atmosphere that celebrates diverse cultures, and character development, while providing holistic and personalized data driven instruction, tailored to meet the individual academic goals of our students.

Provide the school's vision statement.

Championship Academy of Distinction is committed to inspiring students through the appreciation of cultural diversity. Building the globally rounded student with adequate leadership and social skills is our top priority. The unique data driven design of our school's curriculum enables the students the ability to be actively engaged in the goal setting and monitoring process. We believe that this model provides our students with structure and mature academic development.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Porter, Traci	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.

Name	Title	Job Duties and Responsibilities
		<p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p>
<p>Rivera, Robert</p>	<p>Principal</p>	<p>INSTRUCTIONAL LEADERSHIP:</p> <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process</p>

Name	Title	Job Duties and Responsibilities
		<p>with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <ol style="list-style-type: none"> 3. Achieve expected results on the school’s student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build <p>School Principal and support a learning organization focused on school success.</p> <ol style="list-style-type: none"> 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and

Name	Title	Job Duties and Responsibilities
		financial reporting, and maintenance of the physical plant. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare.

Early Warning Systems

Current Year

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	65	65	62	68	60	70	77	55	40	0	0	0	0	562
Attendance below 90 percent	4	5	2	1	2	5	5	2	1	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	3	0	1	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	13	32	25	23	17	19	0	0	0	0	129

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	1	0	5	32	25	3	1	5	0	0	0	0	72

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	0	0	5	32	24	0	0	19	0	0	0	0	80
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

21

Date this data was collected or last updated

Wednesday 9/18/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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
Attendance below 90 percent	15	10	14	12	7	14	5	2	3	0	0	0	0	82
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	13	26	25	15	18	14	0	0	0	0	111

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	1	0	2	2	3	0	1	0	0	0	0	0	9

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	60%	58%	61%	53%	53%	57%
ELA Learning Gains	59%	58%	59%	56%	56%	57%
ELA Lowest 25th Percentile	46%	52%	54%	45%	50%	51%
Math Achievement	42%	58%	62%	61%	53%	58%
Math Learning Gains	35%	58%	59%	72%	53%	56%
Math Lowest 25th Percentile	39%	51%	52%	67%	47%	50%
Science Achievement	37%	51%	56%	43%	46%	53%
Social Studies Achievement	74%	74%	78%	67%	71%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	65 (0)	65 (0)	62 (0)	68 (0)	60 (0)	70 (0)	77 (0)	55 (0)	40 (0)	562 (0)
Attendance below 90 percent	4 ()	5 ()	2 ()	1 ()	2 ()	5 ()	5 ()	2 ()	1 ()	27 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	0 (0)	1 (0)	4 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	13 (0)	32 (0)	25 (0)	23 (0)	17 (0)	19 (0)	129 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	60%	9%	58%	11%
	2018	60%	59%	1%	57%	3%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	52%	62%	-10%	58%	-6%
	2018	44%	58%	-14%	56%	-12%
Same Grade Comparison		8%				
Cohort Comparison		-8%				
05	2019	46%	59%	-13%	56%	-10%
	2018	57%	56%	1%	55%	2%
Same Grade Comparison		-11%				
Cohort Comparison		2%				
06	2019	66%	57%	9%	54%	12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	47%	54%	-7%	52%	-5%
Same Grade Comparison		19%				
Cohort Comparison		9%				
07	2019	58%	55%	3%	52%	6%
	2018	39%	54%	-15%	51%	-12%
Same Grade Comparison		19%				
Cohort Comparison		11%				
08	2019	49%	59%	-10%	56%	-7%
	2018	52%	60%	-8%	58%	-6%
Same Grade Comparison		-3%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	65%	1%	62%	4%
	2018	60%	63%	-3%	62%	-2%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	29%	67%	-38%	64%	-35%
	2018	49%	63%	-14%	62%	-13%
Same Grade Comparison		-20%				
Cohort Comparison		-31%				
05	2019	40%	64%	-24%	60%	-20%
	2018	55%	62%	-7%	61%	-6%
Same Grade Comparison		-15%				
Cohort Comparison		-9%				
06	2019	30%	58%	-28%	55%	-25%
	2018	52%	55%	-3%	52%	0%
Same Grade Comparison		-22%				
Cohort Comparison		-25%				
07	2019	40%	53%	-13%	54%	-14%
	2018	33%	54%	-21%	54%	-21%
Same Grade Comparison		7%				
Cohort Comparison		-12%				
08	2019	27%	45%	-18%	46%	-19%
	2018	44%	47%	-3%	45%	-1%
Same Grade Comparison		-17%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	49%	-12%	53%	-16%
	2018	42%	51%	-9%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-5%				
Cohort Comparison						
08	2019	30%	43%	-13%	48%	-18%
	2018	31%	45%	-14%	50%	-19%
Same Grade Comparison		-1%				
Cohort Comparison		-12%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	71%	3%	71%	3%
2018	40%	70%	-30%	71%	-31%
Compare		34%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	61%	11%	61%	11%
2018	81%	63%	18%	62%	19%
Compare		-9%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

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	21	50	50	17	23						
ELL	50	53	45	35	33	36	37	64			
ASN	54			54							
BLK	62	83	92	51	37		44				
HSP	60	53	34	41	33	35	34	70	50		
WHT	57	59		40	44		54				
FRL	56	57	48	38	32	40	32	64	58		
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	21	41		47	41						
ELL	30	34	33	30	29	19	15				
ASN	70			70							
BLK	57	48	60	63	43	40	31				
HSP	49	47	40	48	36	28	40	31	86		
WHT	56	44		71	38		42				
FRL	47	48	39	49	35	27	33	33	69		
2017 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 2015-16	C & C Accel 2015-16
SWD	19	38	40	45	63	58					
ELL	33	46	38	46	70	65					
BLK	43	55		57	67	58	24				
HSP	54	54	41	59	72	67	42	59	72		
WHT	57	56		72	68		67				
FRL	50	56	50	59	73	67	39	57	71		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	54
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	51
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance last year was math. Out of the six grade levels tested, four of the six showed a decline of 15% or more from the previous year. Some contributing factors could be lack of materials and professional development.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was overall math achievement. There was an increase in the lowest quartile performance showing that there may be a tendency to focus on lower level student performance to the detriment of on level learners. There is a lot of staff turnover from year to year. 6th grade math performance had the largest decline of 22% from the previous year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was math learning gains. There was a 24% gap between the school and the state. Again, this could be attributed to the focus of the staff on lower level learners and not maintaining the skills of the students that were working on grade level as evidenced by performance on the prior year assessment.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that show the most improvement was Social Studies Achievement. The prior year the students took American History instead of World History so they would have a better foundation for the Civics content.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

There are a large number of students that scored a Level 1 on either ELA or Math. By creating ELA and Math goals that focus on the overall performance of students in these areas, there will be a reduction in these numbers.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 4th Grade Overall Math Performance
2. 6th Grade Overall Math Performance
3. 8th Grade Overall Math Performance
4. 4th Grade Overall ELA Performance
5. 5th and 8th Grade Science Performance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To Increase Math Achievement in ALL Subgroups
Rationale	Math Achievement had the largest drop of any component (20%). Learning gains had a minor decline (3%) and Lowest Quartile students showed an increase in scores. By focusing on the overall math achievement, all other areas will have the potential to increase because all students will benefit from research based math strategies.
State the measurable outcome the school plans to achieve	By June 2019, math achievement will increase to 50% as measured by the FSA.
Person responsible for monitoring outcome	Robert Rivera (robert.rivera@browardschools.com)
Evidence-based Strategy	Teachers will focus on standards based instruction.
Rationale for Evidence-based Strategy	Teachers are using the Go Math curriculum which is not written at the level of rigor and depth of knowledge that students need to master math standards. Teachers will learn to deconstruct standards to gain a deeper understanding of what skills are needed to master each standard. This knowledge will be used to plan standards based instruction that reaches the level of rigor needed to master the standards. Each team will utilize the CARE (Curriculum, Assessment, Remediation and Enrichment) model when planning lessons and reviewing assessments to determine the instructional strategies that achieved higher results. These will be shared so that Tier 1 instruction can be improved in the area of mathematics.
Action Step	
Description	<ol style="list-style-type: none"> 1. Conduct PD on how to deconstruct standards 2. Share the CARE model with each grade level team 3. Create a Professional Learning Community calendar 4. Conduct data chats to monitor student performance at the end of each PLC cycle to determine next steps 5. Provide additional resources and professional development as needed
Person Responsible	Robert Rivera (robert.rivera@browardschools.com)

#2	
Title	To Increase ELA Achievement in All Subgroups
Rationale	Reading is the basis of all other subject areas. In order to be able to increase performance in math, science and social studies, students need to have a strong foundation in reading.
State the measurable outcome the school plans to achieve	By June, 2019, ELA achievement will increase to 65% as evidenced by the FSA.
Person responsible for monitoring outcome	Traci Porter (traci.porter@browardschools.com)
Evidence-based Strategy	Teachers will focus on standards based instruction.
Rationale for Evidence-based Strategy	Teachers are using the Journeys curriculum which is not written at the level of rigor and depth of knowledge that students need to master reading standards. Teachers will learn to deconstruct standards to gain a deeper understanding of what skills are needed for students to be proficient with each standard. This knowledge will be used to plan standards based instruction that reaches the level of rigor needed to master the standards. Each team will utilize the CARE (Curriculum, Assessment, Remediation and Enrichment) model when planning lessons and reviewing assessments to determine the instructional strategies that achieved higher results. These will be shared so that Tier 1 instruction can be improved in the area of ELA.
Action Step	
Description	<ol style="list-style-type: none"> 1. Conduct PD on how to deconstruct standards 2. Share the CARE model with each grade level team 3. Create a Professional Learning Community calendar 4. Conduct data chats to monitor student performance at the end of each PLC cycle to determine next steps 5. Provide additional resources and professional development as needed
Person Responsible	Traci Porter (traci.porter@browardschools.com)

#3	
Title	Students with Disabilities
Rationale	In analyzing the data, students with disabilities performed below other subgroups. Focusing on the instructional strategies, standards based instruction, and consistent progress monitoring will support their learning gains.

State the measurable outcome the school plans to achieve	By June 2019, students with disabilities will score above 41% on the FPPI index as measured by FSA.
Person responsible for monitoring outcome	Traci Porter (traci.porter@browardschools.com)
Evidence-based Strategy	Teachers will focus on standards based instruction. Teachers are using the Journeys curriculum which is not written at the level of rigor and depth of knowledge that students need to master reading standards. Teachers will learn to deconstruct standards to gain a deeper understanding of what skills are needed for students to be proficient with each standard. This knowledge will be used to plan standards based instruction that reaches the level of rigor needed to master the standards. Each team will utilize the CARE (Curriculum, Assessment, Remediation and Enrichment) model when planning lessons and reviewing assessments to determine the instructional strategies that achieved higher results. These will be shared so that Tier 1 instruction can be improved in the area of ELA.
Rationale for Evidence-based Strategy	

Action Step	
Description	<ol style="list-style-type: none"> 1. Conduct PD on how to deconstruct standards 2. Share the CARE model with each grade level team 3. Create a Professional Learning Community calendar 4. Conduct data chats to monitor student performance at the end of each PLC cycle to determine next steps 5. Provide additional resources and professional development as needed
Person Responsible	Traci Porter (traci.porter@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Championship Academy of Distinction will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement .
2. Hold parent teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff .
5. Provide parent opportunities to volunteer.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school district Social Emotional Learning department supports the school two days a week and has create a school-wide plan to provide SEL support. This support is two-prong and provides support to staff and students. The school district counseling department provides support to the school three days a week. During this time, they support students through individual and group counseling. A school wide character education program supports the development of students as well.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

A School Orientation is also held prior to the beginning of the school year. This gives the incoming parents and students an opportunity to meet their new teacher and get acclimated to their classroom. Additionally, parents are given an overview of the curriculum and expectations. The teachers conduct vertical articulation meetings at the end of the school year to ensure the transition from one grade level to another is smooth. Feeder high schools are invited out to the school to present their programs so that student know the options that are available to them.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The process that school leadership uses in order to meet the needs of all students and maximize desired student outcomes is through the use of our Title 1 resources, both fiscal and tangible. The school leadership team, which includes administration, instructional coaches, and support staff collaborate during bi-monthly meetings to inventory/distribute resources, determine activities needed in problem-solving, and determining resources necessary to make the greatest impact on student learning.

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

The strategies that our school uses to advance college and career awareness are to begin with sharing information and building awareness about higher education and career readiness opportunity. We provide students with the opportunity to build an awareness about post-secondary education, and build enthusiasm for educational attainment and an individual's lifelong responsibility for learning. We partner with feeder schools in our area to provide students with information on different career programs that are available to them.

Part V: Budget

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

1	III.A.	Areas of Focus: To Increase Math Achievement in ALL Subgroups				\$8,030.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			5422 - Championship Academy Of Distinction At Davie	Title, I Part A	525.0	\$8,030.00
			<i>Notes: i-Ready Math</i>			
2	III.A.	Areas of Focus: To Increase ELA Achievement in All Subgroups				\$8,030.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			5422 - Championship Academy Of Distinction At Davie	Title, I Part A	525.0	\$8,030.00
			<i>Notes: i-Ready Reading</i>			
3	III.A.	Areas of Focus: Students with Disabilities				\$0.00
					Total:	\$16,060.00