

Broward County Public Schools

Championship Academy Of Distinction High School



2020-21 Schoolwide Improvement Plan

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Championship Academy Of Distinction High School

3020 NW 33RD AVE, Lauderdale Lakes, FL 33311

www.championshipacademy.org

Demographics

Principal: John Billingsley

Start Date for this Principal: 6/1/2019

2019-20 Status (per MSID File)	Closed: 2023-06-30
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: F (29%) 2017-18: D (38%) 2016-17: C (41%) 2015-16: No Grade
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	CS&I
* 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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Championship Academy Of Distinction High School

3020 NW 33RD AVE, Lauderdale Lakes, FL 33311

www.championshipacademy.org

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	F	F	D	C

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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.

Championship Academy of Distinction High School provides a foundation in character and leadership development in its high school program. The high school is designed to provide students with both the knowledge-base and practical experiences that 21st Century leaders must possess to be successful in their future.

This mission statement encompasses the best of what CADHS will have to offer, and focuses in on the three components that are essential to building the overall culture of the grades 9-12 high school.

Academic Distinction

Our school is designed to teach students self-confidence, respect and pride as they pursue a college and career ready academic program. Our high performing academic program is designed to accelerate the learning of all our students and prepare them for rigorous college coursework. All students will be career and college ready; we expect all enrolled students to graduate high school. Processes and structures are intentionally to assist who may struggle or identified as intensive level students in reading and/or math. FL Standards and those Next Generation Sunshine State Standards (NGSSS) still in effect, will guide the selection of instructional materials used for the core program. An innovative and vibrant curriculum, aligned with FL Standards will be the backbone of our program which emphasizes critical thinking, innovation, collaboration, integrated technology, experiential learning while developing 21st Century literacy and numeracy skills.

Leadership Development

The culture at CADHS will focus on the idea that student achievement is everyone's responsibility. Stakeholders, from teachers, staff, administration, volunteers, parents and students, will be empowered to take a role within the leadership of the school. This will include the Board, accountability committee, staff teams, or students helping to form academic clubs and groups that focus on student achievements. Additionally through our instructional design, students will be taught specific leadership skills that they will need for future success.

Character and Social Skills

Character development and the development of leadership skills is an important focus of the School. Providing students with an educational environment that encompasses whole person development is a priority. Consistent with other successful college preparatory programs, CADHS will:

- Set high standards for staff and students.
- Provide personalized attention to each student.
- Provide strong adult role models.
- Facilitate peer support.
- Integrate the program within the academies, as described next.
- Provide strategically timed interventions.
- Make long-term investments in students.
- Provide students with a bridge between school and society.
- Design evaluations that attribute results to intervention.

Provide the school's vision statement.

“Developing Champions Who Distinguish Themselves from the Competition”

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Guthrie, Savitria	Principal	<p>Principal</p> <ul style="list-style-type: none"> -Assisting in developing and implementing a curriculum for the school to provide courses for students of varying abilities and interests and of differing vocational goals. -Observing, evaluating, counseling and motivating professional staff members so as to improve their performance. -Recommending improvements which may improve the quality of the high school programs. -Make prescriptive decisions based on students performance and finding best practices of implementation to bridge the academic achievement of students. <p>Literacy Coach</p> <ul style="list-style-type: none"> • Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies as it relates to ELA. • Support the development of high-quality/effective ELA instruction; observe and coach developing ELA teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology. • Work with ELA and SS teachers to refine and develop common standards based pacing plans, mid-year, and end of year common assessments for each grade level.
Suckie, Henry	Principal	<p>Principal</p> <ul style="list-style-type: none"> -Assisting in developing and implementing a curriculum for the school to provide courses for students of varying abilities and interests and of differing vocational goals. -Observing, evaluating, counseling and motivating professional staff members so as to improve their performance. -Recommending improvements which may improve the quality of the high school programs. -Make prescriptive decisions based on students performance and finding best practices of implementation to bridge the academic achievement of students. <p>Math/ Science Coach</p> <ul style="list-style-type: none"> • Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies as it relates to Math and Science. • Support the development of high-quality/effective MATH and Science instruction; observe and coach developing MATH and Science teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology. • Work with MATH and Science teachers to refine and develop common standards based pacing plans, mid-year, and end of year common assessments for each grade level.
Berlus, Danielle	Paraprofessional	<p>ESOL Contact</p> <p>Confers with staff as may be appropriate regarding instructional</p>

Name	Title	Job Duties and Responsibilities
		<p>techniques, organization of practices, etc. for the purpose of providing guidance and mentoring. Assists school administrators for the purpose of supporting them in meeting the needs of English Language Learners. Monitors inventory of instructional materials, equipment and supplies for the purpose of identifying required items to provide instruction in accordance with established curriculum.</p>
Rodriguez, Vickyana	Teacher, ESE	<ul style="list-style-type: none"> -Provides research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP. -Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques. -Employs various teaching techniques, methods and principles of learning to enable students to meet their IEP goals. -Develops and implements annual Individualized Educational Program (IEP) plans for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals. -Schedules team meetings and works cooperatively with child study team members and others in developing instructional goals and strategies. -Coordinates the delivery of special education services in each student's IEP.

Demographic Information

Principal start date

Saturday 6/1/2019, John Billingsley

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.*

0

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.*

0

Total number of teacher positions allocated to the school

7

Demographic Data

2020-21 Status (per MSID File)	Closed: 2023-06-30
School Type and Grades Served (per MSID File)	High School 9-12
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2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: F (29%) 2017-18: D (38%) 2016-17: C (41%) 2015-16: No Grade
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	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	0	0	0	0	0	0	0	37	29	17	13	96
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	14	14	7	7	42
One or more suspensions	0	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	2	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	15	14	6	3	38
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	13	4	2	0	19

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	0	0	0	0	0	0	6	6	2	0	14

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	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 6/12/2020

Prior Year - 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	0	0	0	0	0	0	0	0	0	0	41	26	17	0	84
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	0	1	0	3
One or more suspensions	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	7	10	5	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	19	11	5	0	35

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	0	0	0	0	0	0	5	7	3	0	15

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	0	0	0	0	0	0	0	2	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	0	0	3

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	41	26	17	0	84
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	0	1	0	3
One or more suspensions	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	7	10	5	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	19	11	5	0	35

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	0	0	0	0	0	5	7	3	0	15

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	0	0	0	0	0	0	0	2	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	0	0	3

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	26%	57%	56%	34%	56%	53%
ELA Learning Gains	35%	52%	51%	36%	51%	49%
ELA Lowest 25th Percentile	18%	45%	42%	0%	43%	41%
Math Achievement	21%	51%	51%	52%	50%	49%
Math Learning Gains	38%	44%	48%	50%	43%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	38%	39%
Science Achievement	0%	66%	68%	32%	62%	65%
Social Studies Achievement	36%	71%	73%	0%	68%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	23%	57%	-34%	55%	-32%
	2018	37%	55%	-18%	53%	-16%
Same Grade Comparison		-14%				
Cohort Comparison						
10	2019	25%	53%	-28%	53%	-28%
	2018	21%	53%	-32%	53%	-32%
Same Grade Comparison		4%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	50%	62%	-12%	65%	-15%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	67%	-31%	70%	-34%
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	61%	-41%	61%	-41%
2018	25%	63%	-38%	62%	-37%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	31%	51%	-20%	56%	-25%

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
ELL	8	8									
BLK	18	33									
HSP	37	37									
FRL	14	35									
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
BLK	9	50		18	30						
HSP	34	43		33	41		68				
FRL	40	39		33	31		57				
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
HSP	31	53		50	62		27				
FRL	33	43		42	53		20				

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)	CS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	174
Total Components for the Federal Index	6
Percent Tested	96%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	8
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2

Hispanic Students	
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Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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.

Based on the 2019 Spring FSA administration, "Math lowest 25th percentile LG", reflects 0%; the lowest data component. The math assessment that is represented by this data is the Algebra 1 EOC. This data point shows a massive 27% decrease from the year's prior learning gains for the Lowest 25th percentile. In the previous year, 27% of our students made gains in the Lowest 25th percentile, still lower when comparing to the District of Broward (46%) and the State of Florida (45%). Our students reflected a significantly lower percentage than that of the District of Broward (Math lowest 25th percentile = 43%) and the State of Florida (Math lowest 25th percentile = 45%). Approximately 50% of the students assessed received can be flagged for having a level 1 on their most previous FSA math assessment, making them susceptible to receiving a similar score if not provided adequate intervention; which was the case during the 18-19 school year. For the 19-20 school year, the nine students that remained at the school, and previously took the exam, were all enrolled in an intensive course that implemented instructional pacing in preparation for the Algebra 1 EOC. Five out of the nine students scored a level 3, making them proficient, three others showed a gain, increasing an

entire level (level 1 to 2), and one student regressed. In efforts to bridge the gaps for the 4 students that did not pass, we will continue to provide test preparations for them.

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

Based on the 2019 Spring FSA Administration, “ELA lowest 25th percentile LG”, reflects 18%. This data point shows a massive 40% decrease from the year’s prior learning gains for the Lowest 25th percentile. In the 17-18 year, 58% of our students made gains in the Lowest 25th percentile, outperforming the District of Broward (47%) and the State of Florida (44%). For this data component of the 2019 administration of the ELA FSA, our students reflected a significantly lower percentage than that of the District of Broward (ELA lowest 25th percentile = 45%) and the State of Florida (ELA lowest 25th percentile = 42%). At the beginning of the 19-20 school year have identified the ELA students achieving in the Lowest 25% and enrolled them all in intensive reading and, whosoever needed were provided tier 3 intervention using REWARDS. Their progress was monitored using tool: PMRN-FAIR. For the students in Grade 9 and 10, 14 students represented the lowest 25%, on AP1, 36% of the students scored in the “red”, meaning less than a 50% probability of literacy success; the rest scored in the yellow, meaning there is a 50% probability of literacy success. In AP2 these students, it was the same percentage, 36%, of these students scored in the “red”, meaning less than a 50% probability of literacy success. However, the individualized scores fluctuated by students, in the yellow or red. The students who regressed may have suffered from testing anxiety, as the test was commenced right after winter break.

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.

Both the ELA (26% at the school level) and Math Achievement (21% proficiency at the school level) data components reflected a 30% achievement gap relative to that of the state; making them both equally the data components with the “greatest gap”. Given that the year prior, Math and ELA were two of the lowest achievement components (2018 assessment year: ELA- 33% and Math- 29%), it is clearly evidenced by this data that our instructional model needs revision, as the students’ performance did not improve from the 2018 school year’s FSA administration report to the 2019 school year’s FSA administration report. Given that a vast majority of our students fall into one or more subgroups, economically disadvantaged being number one, AND ELL, Black, or Hispanic, these students are at a higher-risk for academic failure, as evidenced by the ratification of ESSA. As a result, they would have needed more intervention time in the core areas like Math and English. Based on the BSA, mid-year assessment, approximately 33% of the 9th and 10th grade students were projected to attain proficiency on the FSA, and 14% were showing a borderline score. On the Algebra 1 assessment, 39% of students were projected to show proficiency on the EOC and 16% were projected to demonstrate a borderline score. These scores were a good indicator to aide in help drive instruction to ensure we cover standards the students did not receive exposure to and reteach and reassess standards that were covered in intensive courses.

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

Based on the Spring 2019 administration, despite the decline in overall math achievement and math lowest 25th percentile LGs, the component for overall math learning gains showed the most improved, shifting from a 30% (2018) to 38% (2019). Despite that the percentage for our school was so low, the positive trend was quite the contrary to that of the state and district. From the year 2018 to 2019, the District of Broward actually declined from 44% to 45%, respectively, and the State of Florida stayed the same at 48% for this reporting category. This area of improvement can be attributed to the fact that we had some teachers doing small group pull-outs to borderline students. However, this practice was not executed for the duration of the entire school year, so while there is

evidence of some gains, the gains were not as significant as they could have been. In the 2019-2020 school year there were 5 students who were in the flagged from the lowest 25% still enrolled in the school. They were all given an opportunity to retake the same statewide math assessment, Algebra 1 EOC, and all made an entire level of learning gains, 3 of them demonstrating a level 3; proficiency. This is attributed to the intensive math courses that they were enrolled in and the extended day program. We continued the same interventions and the two students who were in the bottom quartile retook the assessment, again, in the Spring 2020, but failed to demonstrate proficiency.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the 18-19 school year EWS data, the most alarming areas of concern, were the “Course Failure in ELA or Math” (22/84; 26% of the entire population) and “Students who Scored a Level 1 on a Statewide Assessment” (35/84’ an astounding 42% of the student population). These EWS were huge predictors for our students to not score well on the FSA, if they were not provided enough opportunities for additional practice; the school failed to provide the measures necessary to remedy these deficiencies.

Since then, many of our students enrolled in the 18-19 school year has been withdrawn, so the students who were suffering from a course failure in ELA or Math have decreased to a mere 5 students in the 19-20 school year. In the 19-20 school year, the EWS’ that are major areas of concern are “Students who Scored a Level 1 on a Statewide Assessment” and now students with an “Attendance Rate Below 90 Percent”. In efforts to bridge these deficiencies, the students who have scored a level 1 on the FSA will be placed in intensive courses to supplement the respective core areas. Should students need more than tier 2 intervention, tier 3 will be implemented using a research-based-curriculum and monitored accordingly. As for the students who are truant, we will have CPST meetings with their families to find solutions to help them become present in school. Without attending school, the likelihood of being academically successful, as measure by a state assessment, will be unlikely.

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

Instructional Practices as it Relates to Graduation

High School graduation is an essential component to the school’s grade; the percentage rate can be easily attainable, if students are given a fair opportunity to meet all the graduation requirements. At the beginning of the 19-20 school year, we started the year with thirteen Seniors. Only one of the thirteen (8%) were on track to graduate. This was due to lack of an effective system to ensure students would meet all of the necessary requirements. The criteria for a Florida High School diploma identified very clearly. The school did a poor job, across to board, to help prepare the students for success. Many students were missing course credits, providing the student with opportunities to recover credits should not wait until the students’ senior year. A system needs to be devised by which the guidance counselor does a report, starting the students’ freshman year, each semester, to check to see if any credits need recovery. The counselor should enroll the students in course recovery as soon as they receive this information and conference with the student and their guardians about the importance of this area. Six out of thirteen students were missing a standardized test requirement. These students, virtually, had two years to meet these requirements by virtue of the FSA/EOC or a concordant score; possibly 6-9 opportunities, but the school failed to provide the opportunities. It is imperative we provide opportunities to practice for the exams, and students actually take them.

Instructional Practices as it Relates to ELA

ELA is a content area that is applicable to all subject and content areas. Given that 26% of the students were proficient in the 2018-2019 school year, it shows that there are huge deficiencies in this area. The state’s proficiency average was a 56%, this means that we have a 30% gap to close to ensure the students at are school are up to par with that of the state. In order to achieve student growth and achievement, we will need to work with the literacy coach to create common monthly assessments and standards check-point assessments to progress monitor student achievement with

respect to standards. The school has implemented a system in the year 2019-2020 that was used for the first time. ELA and Reading teacher used the data from these assessments to plan with History and Science teacher to infuse similar strategies and standards to promote exposure to material.

ESSA Subgroup specifically relating to Outcomes for ELLs

Based on the data provided by the ESSA Federal Index the school's ELLs students subgroup proficiency average was 8%. Due to the fact that it is below the 41% required minimum average this subgroup is an area of focus the school will be targeting. Given the surrounding area of our school being densely populated with first-generation Americans and immigrants, it is likely this subgroup's population will increase. As a school we need to ensure the students currently enrolled, and potential new students, increase proficiency of the English language on the statewide assessments through an effective intervention system that includes additional grammar practice, practicing root words, and developing English Writing skills.

ESSA Subgroup specifically relating to Outcomes for Black and African American Students

Based on the data provided by the ESSA Federal Index the school's Black and African American students subgroup proficiency average was 26%. Due to the fact that it is below the 41% required minimum average this subgroup is an area of focus the school will be targeting. This area is a major area of concern, as this subgroup has scored below the 41% proficiency threshold for two consecutive years. Many of these students are dually flagged under this subgroup and the economically disadvantaged subgroup. Knowing this information, it is imperative we implement extended day learning opportunities for these students.

EWS Data

Students with an early warning (system) indicator are at risk of failing to attain educational milestones, such as: reading on grade-level, on-time graduation, and college readiness. One of the major indicators show forty-two percent of the students have failed the FSA with a level 1 in either reading or math in their educational career. Another indicator of concern are students that have not been present in school for at least 90% of the school year; approximately 45% of the student population. It is imperative the school counselor look at the students with an EWS and work with the administrator find extended learning for non-proficient students and advise students truant students on resources.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

<p>Area of Focus</p> <p>Description and Rationale:</p>	<p>Graduation rate is one of the components the comprises the school's grade. The school had its first graduating class at the year 2019-2020, so it was not factored into the school grade from the 18-19 school year, where the school received an "F". The average graduation rate for the school's district was an 81% for that year. Theoretically speaking, if the school had a graduating class and the graduation rate matched that of the district, the school's grade would have probably been higher than the "F", hence the importance of making this a vital area of focus. However, given that these students have many resource constraints and had many missing graduation requirements, inclusive of service hours, standardized test, credits. It is imperative that as a school, we begin CPST meetings regarding students who are not meeting these graduation requirements as early as their freshman year.</p> <p>When students have to focus on recovering requirements in addition to their current courses, and the activities associated with being a Senior, it burns the students out, making them less likely to focus more heavily on their annual goals. The 19-20 school year was the first year that students graduated from our school; fortunately, 11/13 students graduated on time, the two remaining students will continue to recover courses in the summer to have graduated with this cohort. However, many of these students, six to be exact, benefited from the State waving the state-wide assessments requirements that they could not pass; some did not take advantage of the opportunity to take concordant assessments. This luxury won't be given in future years. Given this information, we need to ensure we are providing preparing students with opportunities to take these assessments. These preparations will benefit the students' readiness for post-secondary aspirations and will help the school's grade tremendously.</p>
<p>Measurable Outcome:</p>	<p>For the 2019-2020 school year the school did not receive a grade due to COVID-19. The school did, however, graduate it's first senior class; 85% of them graduating on time. Again, this is not inclusive of the other 15% of students who are projected to graduate on the contingency of their credit recovery. Given this information, the percent of 12th grade students meeting the graduation requirements will increase from 85% to 90%, as measured by the FLDOE graduation rate.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Henry Suckie (hsuckie@championshipacademy.org)</p>
<p>Evidence-based Strategy:</p>	<p>The Institute of Education Science (IES) published a operational practice guide titled "Preventing Dropout in Secondary Schools", they focus on four recommendations. These recommendations are as follow: (1) monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems; (2) provide intensive, individualized support to students who have fallen off track and face significant challenges to success; (3) engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school; and (4) for schools with many at-risk students, create small, personalized communities to facilitate monitoring and support. These four recommendations will allow the school to provide an approach that focuses on individualized students' needs to ensure students meet the graduation requirements on time.</p>
<p>Rationale for Evidence-</p>	<p>Many of our students fall in an ESSA subgroup, consequently, they are more-than-likely at-risk for academic failure if not provided equitable resources. Also, based on our Early Warning systems, it shows nearly half of the student population have failed a course and almost 40% are flagged for having poor attendance. These students need to be closely</p>

**based
Strategy:**

monitored and have a trust-worthy relationship with staff members- school leaders, guidance counselors, and teachers. Through these relationships we can provide the interventions and the support necessary to ensure they are attending school and are being held accountable for their graduation status. Moving past graduation requirements, it is imperative they receive support for post-secondary learning opportunities. While we do not have a BRACE advisor, the guidance counselor will be required to help these students through advocacy and community involvement.

Action Steps to Implement

Over the summer prior to the beginning of the year, the administration team will run a needs/ credits assessment at the beginning of the year to enroll students in courses that are required for them to graduate. The administrators will work with the community to acquire information on free tutoring opportunities for standardized test- FSA, PERT, ACT, and SAT. The school leaders will also make sure there is a credit recovery plan in place with current vendor FLVS. Prior to the start of the school year, the school will host an open house to convey to parents the expectations to graduate and offer some free resources to the parents through public initiatives- Broward County Library being a major resource. There will also be extended day opportunities after school and on some weekends to prepare for test-area subjects.

Person Responsible Henry Suckie (hsuckie@championshipacademy.org)

At the beginning of the year, the Principal will lead a meeting with students, by their cohort, showing them how to utilize Broward School's Virtual Counselor. During this meeting, students will be made aware of the graduation requirements and will be able to view their Virtual Counselor accounts to see where they are with respect to their status. Once students have view their records, they will set semester goals that speak directly to their own graduation status. Students will keep these goals and be held accountable to implement them. Throughout they year, starting with Seniors and Juniors, as Early as August, the Principal and Guidance counselor conference with students and their parents to ensure their goals are being implemented, but also make sense for the students' needs to graduate. The counselor will do semi-quarterly check-ins to provide support with students.

Person Responsible Henry Suckie (hsuckie@championshipacademy.org)

The school will have a new committee- comprised of school leaders, teachers, parents, and community personnel, in place for the purpose of graduation and making network connections. These members will be trained on understanding the graduation requirements so they help monitor students and provide a sense of community for them to clarify any ambiguity as it relates to their graduation requirements. The information from the conferences with students and teachers will be conveyed to this committee on a monthly basis and the committee will respond by finding the resources needed for students to acquire these goals. Some of the initiatives that will be required, by default, by the committee will be to coordinate college readiness workshops, career days, evening meetings aid students and parents with college applications, and also filling out FAFSA.

Person Responsible Henry Suckie (hsuckie@championshipacademy.org)

The school leaders will ensure all students Juniors and Seniors have signed up for the ACT and SAT, and those who qualify receive testing fee waivers. Once students sign up, parents will need to be contacted to ensure students actually attend the administrations of the test. Again, they will be invited to attend extended day opportunities at the school to practice for these assessments. There will also be provided with a list of external resources to help them with best preparing for these assessments.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

ELA and reading subjects are probably the most important areas to work on, as literacy is across all subjects and facets of life. Statistically, the majority of our students are reading below grade level. This is evidenced by the 26% that represents the students proficient in ELA. All students must be required to pass the ELA FSA assessment in order to graduate high school. In the event they do not pass the assessment during the duration of their time in grade 10, they will have up to 4-7 chances to retake the assessment, or pass an alternative assessment in the ACT, PSAT, or SAT. We currently have 38 Juniors and Seniors who have not passed this assessment, and, consequently, are not on track for graduation. It is our duty to provide the necessary intervention, extended day programs, and intently monitor these students.

Measurable Outcome:

Students who were proficient on the 2019 Spring ELA FSA reflects 27%, of the students assessed in grades 9 and 10 (now students in 11th and 12th). As for the students in grade 12 (formerly 11th grade students), 8 of them reassessed the FSA ELA, but none demonstrated proficiency. The current seniors did all retake the assessment twice and all showed learning gains, but only one of the eight that reassessed were proficient. By providing intensive interventions through curriculum like EDGE and Rewards, we can bridge this gap and anticipate proficiency or learning gains from all seniors (class of 2021) by the second FSA retake administration. By the end of the 2021 school year, 100% of students will have passed the FSA ELA Retake or a concordant assessment to fulfill the ELA Test requirement for graduation.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

As an initiative to ensure all students receive enough exposure to ELA/ Reading content. Students who have a level 1 or 2 will have an Intensive Reading course where they will receive instruction by an endorsed reading teacher using the Cengage Edge text book. Students scoring a level 3, though proficient, will be required to take a critical thinking course to help promote higher order thinking. For students who have scored in the bottom quartile and/ or less than a "0.30" on the PMRN-FAIR, progress monitoring tool, will all receive tier three interventions using Voyager-Sopris 'REWARDS'. In addition to the core curriculum assessments, through Collections, these students will be progress monitored using a combination of the FAIR, Edge Assessments, and Achieve the Core. Teachers and students will be required to track student progress by standards using visual aids to hold students accountable for their success.

Rationale for Evidence-based Strategy:

Most of our students for the duration of the last 2 years have shown a trend of failing English Language arts and because they are not equipped, or proficient in ELA or reading, it subsequently allows for lower performance other content areas like Social Studies or Biology, which are courses comprised of informational text. By providing opportunities and programs for the students to acquire ELA proficiency and make overall gains in ELA, it will help the students perform better in all subjects.

Action Steps to Implement

The ELA courses offered are both Honors and Regular and students' placement for all grade levels will be determined by the 2019 ELA FSA, FAIR Assessments, and teacher recommendation. Additionally, our MTSS team will cluster students in tiers one, two, and three. The data collected from the 2019 ELA FSA will help to identify the interventions needed to increase student achievement. The core ELA and Intensive Reading teacher will collaborate to plan and implement practices based on student data. This information

will also be conveyed to other teachers that focus on disciplines where their tier 1 instruction is text-based, such as social studies, biology, critical thinking, and even mathematics.

Person Responsible [no one identified]

There will be strategic data-driven instruction through mandatory Intensive Reading courses for students who earned a Level 1 or Level 2 (which comprise our lowest 25th percent of students and more) or have a learning disability or an ELL on the 2019 FSA ELA (Tier 2 students). The instruction will be supported by the National Geographic/Cengage EDGE curriculum. Close reading strategies will also be implemented in the Intensive Reading curriculum. Teachers will engage in on-going progress monitoring that will be used to promote instructional decisions that follow the MultiTiered System of Support (MTSS) framework. Voyager-Sopris 'REWARDS' will be utilized as a short-term intensive intervention for students who fall within the Tier III bracket. This reading program will assist non-fluent Level 1 and 2 students. This intensive instruction is in addition to the core ELA and Intensive Reading courses.

Person Responsible [no one identified]

As we continue to monitor and track all students, and monitor the levels 1 and 2 students, there will be bi-weekly data chats facilitated by instructional coaches with ELA and Intensive Reading teachers to identify student performance trends, measure progress and determine strategies for teaching and learning. Additionally, teachers will take these findings back to their teams' CPST meetings and plan to have other discipline areas infuse one of the deficient standards into their lessons.

Person Responsible [no one identified]

Teachers will engage students in data chats to: define academic goals, track progress towards academic goal, evaluate outcomes of goal(s) set, revise or create new goals and celebrate success. These data chats will be broken into two groups. The first group, and the one that applies to ELA, will be comprised of ELA/ Reading teachers, social studies, science, and any elective that incorporates writing skills. Each meeting the literacy coach and ELA teachers will utilize the instructional focus calendar to select standards to focus on during a given week. Upon return to next data chat meeting, they will need to provide evidence of implementation and the results. This space will be used to discuss best practices.

Person Responsible [no one identified]

Also, after reviewing the data from the data chats, Intensive Reading teachers arrange reading groups in the classroom based on their levels. This will maximize Intensive Reading teachers' opportunity to execute daily rotations, according to students' levels, that meet the standards-based lesson objective. In the core ELA class, the teacher will also implement small group rotations to provide rigorous grade level instruction that meets students' needs. Students will then take the FSA to measure their level of mastery

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

As the years go by, ELLs are a vastly growing part of our population, however, they are a minority subgroup and can easily fall through the cracks. As evidenced by the data, we fell short in providing the best equitable systems for this subgroup. In the school year 2017-2018, the learning gains for our ELL population on the ELA FSA administration was 40%, that is 40% of this subgroup made a gain from the previous year's administration of the FSA. The most recent ELA FSA administration, the 2018-2019 school year, the learning gains for ELLs plummeted to 8.3%. The overall proficiency in ELA for ELLs was 7.7% (which is equivalent to 1 student out of 15 that were assessed), 7.7% scored a level 2 (1 out of 15 students that were assessed) and 84.6% scored level 1 (about 13 students). The ACCESS for ELLs data, through ELlevation, shows that of the thirteen ELL students in the 2019-2020 school year showed very moderate improvement in each of the four tested areas from beginning to end-of-year. They are as follow: 38% showed improvement in Speaking, 23% showed improvement in Listening, 62% showed improvement in Reading, and 69% showed improvement in Writing. While it is great that students showed significant improvements in Reading and Writing, there was very little improvements in Speaking and Listening. This may be attributed to lack of interventions in this area, as our ELL contact has a split role over two campuses.

Measurable Outcome:

The ELL student achievement will increase from 8% to at least 41% so that way these students will not be flagged as an ESSA subgroup, as measured by the Florida state-wide assessments by year 2021. We also look to see ELLs learning gains increase from 40% to 70%, as measured by the Florida state-wide assessments by year 2021.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

During the whole group components, teacher will incorporate research-based instructional activities into their daily lessons to differentiate instruction for all ELLs, as per the ESOL accommodation matrices. Students will receive longer, uninterrupted pull-out times, as we plan to have one contact person for ELLs at the campus. The ESOL contact will pull students 2-3 three times weekly to get the necessary accommodations in smaller group settings to reach English language acquisition. Some of the small group initiatives will include vocabulary lessons that are necessary for all subjects. The school will implement an after-hours camp where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and understanding of pressing vocabulary.

Rationale for Evidence-based Strategy:

During the 2018-2019 school year, students were not pulled for small-group instruction by the ESOL coordinator as frequently as they should have due to the limited time students had in electives, which is the period they would typically be pulled from for interventions. During the 2019-2020 year the schedules of students dis embed time for electives and non-core areas for the ESOL coordinator to pull students out for longer intervention times. Within these pull-out sessions, students will continue on developing their comprehension of content area vocabulary, as well as organizing textual information in means for the ELLs to best understand the concepts and content being taught in their English-based assignments. However, as evidence on the ACCESS test, listening and speaking were two of the weaker domains, so we will need to ensure these skill sets are targeted.

Action Steps to Implement

Students will be assessed by their ESOL teachers through ACCESS 2.0 to best determine their ESOL levels and their needs to reach English Language Acquisition

Person Responsible Danielle Berlus (dberlus@championshipacademy.org)

Just as all the students at Championship Academy of Distinction High, ELLs will be placed in Intensive Reading courses. Through these courses, students will be receiving instruction in English, but will also receive strategies through EDGE's ELL component, which will support any other deficits the students may be facing in their other subject areas. All teachers will incorporate research-based instructional activities into their daily lessons to differentiate instruction for all ELLs.

Person Responsible Danielle Berlus (dberlus@championshipacademy.org)

In addition to the strategies offered in the core and intensive courses, students will be pulled out of their elective courses for at least 30-45 minutes two to three times weekly, or specific to their ELL plan for additional intervention with their ESOL teacher to focus heavily on vocabulary strategies and utilize graphic organizers to best comprehend textual information. There will also be added intervention for students to work on conversing with one another in English to help bridge the listening and speaking components of the ACCESS test.

Person Responsible Danielle Berlus (dberlus@championshipacademy.org)

Students' performance will be monitored carefully to ensure that any evident deficiencies stem from a language barrier and not any possible learning disabilities. Teachers will utilize the WIDA can-do descriptors to measure students' understanding, as per their suggested levels. All of this information will be communicated to the ESOL teacher and the Administration team.

Person Responsible Danielle Berlus (dberlus@championshipacademy.org)

In addition to all of the accommodations given, the school will implement an extended day opportunity through camps where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and use of high-frequency vocabulary.

Person Responsible Danielle Berlus (dberlus@championshipacademy.org)

#4. ESSA Subgroup specifically relating to African-American**Area of Focus Description and Rationale:**

Based on the data ESSA data, Black and African American students' subgroup displayed an 26% achievement in English Language Arts and Mathematics. Due to the fact that it is below the 41% minimum threshold average, as required by ESSA, this subgroup will be an area the school will be targeting. It is important to note this area is a major area of concern, as this subgroup has scored below the 41% proficiency threshold for two consecutive years. Also, 63% of the entire student population is represented by this subgroup. So. if this subgroup is performing poorly, the overall school's proficiency is inevitably going to be poor. As the data indicates, the students have learning gaps that have continued to grow over the last two years, and even longer, as this subgroup once were performing better. It is important to know many of these students are dually flagged under this subgroup and the economically disadvantaged subgroup. This means that they will need plenty of equitable resources to increase achievement in these areas.

Measurable Outcome:

The African American students' proficiency/ achievement in English Language Arts and Mathematics will increase from 26% to at least 45%, as measured by Florida state-wide assessments.

Person responsible for monitoring outcome:

Henry Suckie (hsuckie@championshipacademy.org)

Evidence-based Strategy:

It will be imperative to implement some culturally relevant instructional practices in the classroom that can still allow teachers to assess Florida standards. This will help increase student engagement into the content areas, but also still promote rigor in the assessments. The school will also utilize PMRN-FAIR to progress monitor ELA, three times each year, and use Achieve the Core and IXL to help monitor standards on a bi-weekly basis. We will use USA Test Prep, IXL, and Khan academy to progress monitor mathematics. The school will also monitor the Black/African American students by providing extended day opportunities where they will use Performance Coach workbooks. The school will also provide push in/pull out interventions by the instructional coaches.

Rationale for Evidence-based Strategy:

Students in the African American subgroup need a rigorous approach in order to increase student achievement. Based on the research from Student Achievement Partners, the lead writers of common core state standards, Achieve the Core was designed to address the need for practical, evidence-based support for teachers and school leaders making game-changing shifts to align their instructional materials, assessments, and practice to college- and career-ready standards. These items will better aid student to prepare for assessments. USA Test Prep and Khan Academy also has a strong correlation for questioning and performance for state-wide assessments. After implementing these systems, the teachers and instructional coach will have biweekly data chats to discuss the progress of each student and address any of the students' needs that have not been met in the black subgroup.

Action Steps to Implement

The first step would be to have the teachers work with the instructional coaches to analyze prior FSA data by domains, diagnostic data, and any other trends from prior years for the students in this subgroup. Teachers will spend the preplanning weeks to generate warm ups for the first two weeks on foundational deficiencies. Teachers will work together to implement the weakest areas in their lesson to ensure we are taking a multi-faceted approach to target these areas.

Person Responsible

Henry Suckie (hsuckie@championshipacademy.org)

Next would be to take a look at the curriculum maps and pacing guides to make sure the sequencing is conducive to the resources the school has. It will also be imperative to search for culturally relevant project based learning ideas that we can have students create on a quarterly basis, and add them to the pacing guides for teachers to assign. We would break down each pacing guide and develop a PD on how to unpack standards and gradually teach and assess them. We will also review and institutionalize a standards tracker for teachers to display in their classroom, as well as one for students to maintain in their student work folders.

Person Responsible Henry Suckie (hsuckie@championshipacademy.org)

The school will work to create those equitable opportunities for student learning. These are our extended day programs, ACT/ SAT/ PERT workshops, and resources that they have in-house and in the school's neighboring communities. These measures will help increase students attaining proficiency on concordant testing areas, as many have not passed the state-wide assessments. Allowing them the opportunity to pass these test will increase the likelihood of graduation, as it is one of the main components.

Person Responsible Henry Suckie (hsuckie@championshipacademy.org)

The next phase would require us to implement the practices discussed. This means students will be made aware of their responsibilities to monitor their own progress. Teachers will be held accountable by instructional coaches and the school leader, as they will be checking for evidence of the practices. Also, the instructional coach will meet with the teachers on a bi-weekly basis to review the students' growth based on the weekly lessons and growth monitoring tools to identify if a revision of the instructional strategies needs to be implemented. The classroom teacher will utilize that data to drive the instructional focus and delivery in the classroom. This information will also be conveyed to instructional support staff so they can know which students to focus on during their weekly push in/ pull out schedules.

Person Responsible Henry Suckie (hsuckie@championshipacademy.org)

The final action step will be to identify if we need to alter the way the different programs are being implemented. The leadership team will evaluate the subgroup's data to see if there are any trends indicating academic growth. If there is evidence of growth, the leadership team will continue to allow teachers to implement their practices. If the students are not progressing, the implementation of the program will need to be altered to meet the students' needs. This may mean to add more rigor to the lessons, or provide more intervention time through elective courses to help bridge these deficiencies.

Person Responsible Henry Suckie (hsuckie@championshipacademy.org)

#5. Instructional Practice specifically relating to Early Warning Systems**Area of Focus Description and Rationale:**

Poor attendance, school suspensions, course/ credit failure, and receiving a level 1 on a Statewide Assessment are all Early Warning Indicator signs for students to continue to fail academically. At Championship Academy of Distinction High, we have two indicators that are of a huge concern: attendance and statewide assessment failure. We have a sum of 41 students that have score a level 1 on either one or two math or ELA Statewide assessment. These students comprise about 44% of our student population, which means students with level 1s are exceed the margin of the lowest quartile of our students. With regards to attendance, 44% of students' attendance reflected having less than a 90% attendance rate. As a school, we must address these by providing the necessary interventions to bridge this academic achievement gap, before it continues to grow and, unfortunately, lead to students dropping out. With students dropping out, they will no longer be privileged to receiving and education and make be subject to criminal activity, and, consequently, imprisonment. Also, this may negatively impact our school's over culture, as we may be deemed a "dropout factory".

Measurable Outcome:

Students attending school at least 90% of the school year will increase from 56% to 92%, as measured by FTE Survey period 3.
50% of students with a level 1 on a statewide reading or math assessment will increase their scores by at least an entire level by the 2021 Spring state-wide administration.

Person responsible for monitoring outcome:

Henry Suckie (hsuckie@championshipacademy.org)

Evidence-based Strategy:

To bridge these deficiencies, we will focus heavily on developing a school-culture. Dr. Rebecca Sarlo, Secondary RTI Coordinator, FL PS/RTI Implementation Project, advises that high schools have a comprehensive high school transition program that included frequent advisement, mentoring, and progress monitoring as well as increased academic support for specific courses. This should be implemented as early as freshman year and continued to the point of graduation. We will also have heavy community involvement from local, public entities to aid with providing educational and essential resources. They also need to have a sense of belonging; making the school a safe space for them.

Rationale for Evidence-based Strategy:

In the past, we have tried to contact homes, send letters, and speak to the students about what they are doing "wrong" with respect to attendance, course performance, and assessment data. Our methodologies were not effective. As evidenced by the data, it seems to have not motivated them to be in school. This must change. The school will need to promote a positive culture that students can appreciate and want to come to school. To do so, we need to create the equitable resources to aid students to achieve all that they need to be successful after high school. If they do not receive it from us, they are unlikely to receive it at all, as many of the students are economically disadvantaged and their parents work full time to provide for them.

Action Steps to Implement

Using the Early Warning Systems data, the school counselor and leader will work to identify students who are on this list and require an in-take survey from these students so they can share their needs. The social and psychological engagement along with academic and behavioral indicators will help schools to more thoroughly analyze identified student outcome issues. The school counselor and leader will work to devise a needs assessment that they will use to embed in their school's character education programming and core curricula.

Person Responsible

Henry Suckie (hsuckie@championshipacademy.org)

After receiving in-take information and devising the needs assessment, the school will work to implement the needs identified. The instructional needs are easier to identify, as many students with an EWS will benefit from additional, remedial courses like intensive math and reading. With respect to the student's social and cognitive needs, the school leadership team will work to plan monthly events that helps target these needs. They will create focus list for these students for their respective flagged EWS indicator. One initiative will be "lunch bunch", where students who are suffering from social/ behavioral issues can have lunch with the counselor once a week to simply check in and discuss social-emotional learning. By providing this space for the student, they will be more likely to come to school for this opportunity.

Person Responsible [no one identified]

A sub-step to step two would be to target another focus list of students, the students who have earned a level 1 on a state-wide assessment. These students will be offered extended day learning opportunities to help bridge their deficiencies. The extended day opportunities would be specific to subject and the groups will not exceed a one teacher to twelve student ratio. The progress of these students will be monitored through the extended day programs and core courses with standard-based assessments generated by the curriculum coaches uses the testing specifications. In efforts to hold students accountable, they will be responsible for monitoring their own progress, as well.

Person Responsible Henry Suckie (hsuckie@championshipacademy.org)

The office manager will also monitor the students' attendance for school and the extended day programs through TERMS on a weekly basis. The leadership team will request a report and meet with students, informally, to simply check-in in the event they are not present. Every teacher will also be made aware of our initiatives to promote attendance and are expected to do so in their classrooms.

Person Responsible Henry Suckie (hsuckie@championshipacademy.org)

Step 5 is, arguably, the most important. This is where we take opportunities to incentivize student compliance and participation in the initiatives created. Students will be recognized in front of their peers and teachers on a quarterly basis with awards for their achievements. The principal will provide lunch for those students with truant trend lines, as indicated in the EWS reports, on a monthly basis if they have perfect attendance. These efforts will show students that there is a sense of love, trust, and community in the schoolhouse.

Person Responsible Henry Suckie (hsuckie@championshipacademy.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Achievement for Student with Disabilities (SWD) Students with learning disabilities were not an identified subgroup, as there are less than 10 students in the school that have a legal diagnosis for disabilities. However, this is not a group that should be left unaddressed. Of all of the students with disabilities (8 students) that have taken a Statewide assessment, none of them were able to demonstrate proficiency. It is rewarding to know that due to the motives to change the instructional program to accommodate more intensive courses, these students will receive more bona fide instructional time to really hone on the skills that they have a hold on and introduce more skills necessary to be successful on their standardized assessments. **Action Plan:** SWD will be included and integrated in all remedial activities for English Language Arts in addition to ESE services prescribed in the IEP to target IEP Goals and gap skills. Staff (primarily the ESE contact) working with SWD will be provided with the IEP's and accommodations for those receiving any form of remediation or enrichment. Progress monitoring will be clearly documented to use data to drive interventions.

Instructional Practice specifically relates to Differentiation In the 2018-2019 school year, there was very little differentiation of instruction in the classroom; there were also no intervention classes. In the 2019-2020 school year, we offered intensive reading and math courses to aid in bridging the gaps in achievement. However, the teachers that were teaching these respective courses were first year teachers that had little training on differentiating instruction. The school leader worked to provide examples but were never successful in actually modeling the expectation to the teachers in the classroom. This year we will plan to have professional development trainings in this area prior to the start of the school year. We will also monitor the implementation of these practices and work with teachers to devise a list of student groupings to better differentiate by group.

Parent Engagement & Awareness Parents often neglect the responsibilities of their students' progress, as the students are older and seen as more responsible for their own endeavors. Consequently, parents lose interest in their students' academic career. Keeping parents aware of the extensive testing that their students must take to meet the graduation requirements is extremely imperative. Once every two months, we intend to have a parent night where we go over student data, on a larger scale, and explain to parents how they can assist at home to help their students be successful academically and on track for graduation. Having more parental engagement keeps the parents well-informed of their students' progress and different initiatives that are offered for their students' achievements. Parent centered events for test preparation, college fairs, or even cultural fairs helps to build a stronger family-like atmosphere in the schoolhouse and helps with parental involvement in their students' lives.

Action Plan: Find areas that parents should be informed about by sending out a parental survey. Plan events to entice parents to come out, as per the surveys. Give parents some accountability for coming out to the different family events. The parents will support our school's movement to best educate their children based on the rapport that will be made from the interactions. Accommodate parents' schedules by hosting virtual events via ZOOM and record them and post on the school website.

Encouraging Teachers to seek Professional Development with the District

The school has elected to use the district's plan and are privileged to have the opportunity to sign up for professional learning through Learning Across Broward (LAB) and attend at district locations.

Action Steps: the first quarter, the instructional coach will do informal observations and have post conferences with the teacher. During that conference, the instructional coach will provide feedback for the teachers regarding their instructional practices. The teacher will be required to set three professional goals based on this observation and based on their own observations and (self) professional goals. At this point, they should seek what LAB offers to help them in the areas of concern and sign up for them. Teachers will be required to report back to the instructional coach to discuss what they have acquired from the trainings attended and will be required to implement in their classroom. The instructional coaches will make note of it, and monitor their progress.

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 ensuring all stakeholders are involved.

Championship Academy of Distinction (CAD) Davie High School is built on relationships that were established from the majority of our three feeder schools: CAD West Broward (K-8), CAD Davie (K-8), and CAD Hollywood Middle schools. This is evidenced by our enrollment, which 70% of the student population is comprised of alumni from one of these feeder schools. Our school promotes a strong character education program that not only teaches students how to be better citizens, but also celebrates them when they are exemplifying the character traits. On a monthly basis, each homeroom teacher elects a student that shows the trait and they are given a medallion, lunch with the principal, and a pass to have the principal purchase a snack from the neighboring store.

CAD High school has always maintained strong interpersonal relationships with our stakeholders that are closer in proximity. Students and families have become accustomed to our “open door” policies to discuss any matters they may have regarding their or their child’s status in school. The school does a great job at hosting parent engagement nights and multi-cultural fairs. This school year there were three parent engagement nights where teachers, staff, administration, and families all came out to learn more about their students’ graduation requirements, external resources for success, and the school’s vision and mission to improve. In efforts to make connect with our families, who are from predominately Caribbean ancestry, we also hosted a “Jerk Fest”, where we had games, community members promoting resources, and of course Jerk Chicken- a classic Jamaican delicacy.

The school has made efforts to connect with external personnel in the communities. Given that our students are from communities where there are a lot of gang violence, use of drugs, and exposure to weaponry, we connected with BSO of Lauderdale Lakes to speak to the children about these matters. BSO has also conveyed to them the importance of knowing their rights as young adults and how to interact with Law Enforcement officials. Following their information session, they have committed to visit the students; playing ping pong during their lunch hour or basketball at PE>

The school has offered to help aid in promoting equity by having colleges and technical schools visiting the school’s Junior and Senior class to discuss post-secondary options. Followed by, the School Counselor and Principal led a meeting on how to complete the student’s Free Application for Federal Student Aid (FAFSA) and apply for scholarships.

Though we have taken efforts to engage all stakeholders, participation in the events have been less than 40% of the student/ family population. As a result of the lack of time parents have to physically be at the schoolhouse, as they are working. In the future we are considering having more meetings virtual and then posting them on the website for parents to view at a more convenient time. We believe heavily in feedback from our stakeholders, so we will continue to send surveys to the stakeholders to best address the areas seen as weaknesses.

Parent Family and Engagement Plan (PFEP) Link

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