

Broward County Public Schools

Championship Academy Of Distinction High School



2021-22 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: 8/3/2020

| | |
|--|---|
| 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 |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 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%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 9-12 | No | 100% |
| 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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | F | F | D |

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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 | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| Billingsley, John | Principal | <ul style="list-style-type: none"> • Serve as an instructional leader by monitoring implementation of professional development -through classroom visitations and grade level meetings, and team planning. • Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, discipline and resolving issues. • Oversee all aspects of testing within the school. • Implement and monitor school-wide behavioral expectations and policies; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations. • Create partnerships with parents and community. • Monitor attendance trends including overseeing truancy interventions. • Implement instructional and assessment strategies by collecting and analyzing student achievement data, facilitating discussions amongst teachers and staff and planning professional development. • Address building management concerns by working with the custodial staff, office staff, and teachers and District staff including implementing school-wide safety and emergency protocols. • Collaborate and develop master schedules as well as student classroom assignments. • Plan, schedule and coordinate school projects. • Attend Special Education staffing and IEP meetings, and/or facilitate Instructional Support Team including monitoring interventions. • Meet audit requirements in the use of all funds. • Supervise student bus transportation program. • Perform other duties as assigned. • Keep up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities. • Ensure good adherence to good safety procedures. |
| Jackson, Dominique | Instructional Coach | <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. • Be knowledgeable and skilled in the use of the latest technology and be able to integrate it into all areas of curriculum as a delivery tool. • Evaluate subject area programs and develop prescriptive improvement plans which increase effectiveness in meeting school and system wide goals. • Work collaboratively in cross-functional teams to provide direct/indirect support to the teacher, focused on improved student achievement. • Able to modify the delivery of an interdisciplinary curriculum that is time appropriate and be able to adapt to the concept of flexible scheduling. |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------------|---|
| | | <ul style="list-style-type: none"> • Promote greater understanding of curriculum across all levels. • Use curriculum and teacher coaching techniques in order to provide direct assistance to classroom teachers by coordinating, modeling, and/or teaching. • Participate in the evaluation and selection of materials and equipment appropriate to the teaching of the curriculum. • Ensure that instructional personnel is provided with technical assistance in the implementation of modified methods of instruction that reflect the philosophy that all students can learn. • Utilize knowledge of test assessment techniques to adapt, design, and implement the diagnostic-prescriptive curriculum with learning styles to meet the needs of the individual program. • Interviews and selects staff members and provides in-service training for teachers. • Analyzes data from questionnaires, interviews, and group discussions to evaluate curriculums, teaching methods, and community participation in educational and other programs. • Directs preparation of publicity to promote activities such as personnel recruitment, educational programs, and other services. • Work closely with the principals to create schedules and lesson plans. • Keep up to date with developments in the subject area, teaching resources, and methods and make relevant changes to instructional plans and activities. |
| DeClaire, Melissa | 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. |
| Regev, Michele | ELL Compliance Specialist | <ul style="list-style-type: none"> • Modeling of direct instruction to teachers using different classrooms and school sites to facilitate instruction with the application of best teaching practices to support ELLs through explicit academic language development, vocabulary instruction, and effective sheltered instruction techniques for ELLs. • Enhancing teacher's understanding of cultural awareness, the application of instructional strategies that optimize the learning for English Learners. Coaching teachers to apply most effective teaching tools, skills, and attitudes to increase student engagement to support a standards-based learning |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|------------------|--|
| | | <p>environment for ELLs to increase academic achievement across the content areas.</p> <ul style="list-style-type: none"> • Support staff in efforts to improve student achievement of English learners • Work with the administrator(s) and teachers to communicate and support the development and implementation of staff Professional Development Plans • Facilitate meaningful professional development strategies for teachers and administrators in instruction that will impact acquisition of skills for ELs • Provide for the development, organization and implementation of school staff development activities for teachers in alignment with the Educational Plan for EL Student Success to improve educational practices as appropriate. • Offer instructional assistance by building on teachers' knowledge base and increase the repertoire of teaching skills to raise academic achievement for ELs • Use district-identified assessment tools to facilitate training of instructional staff in the use, triangulation & disaggregation of data for data-driven instructional planning • Engage teachers in collaborative and reflective classroom practices for ELLs |
| Reynolds, Shane | School Counselor | <ul style="list-style-type: none"> • Conduct individual and group counseling sessions to advise and assist students with academic and vocational development. • Evaluate students' attributes and assist them in realizing their objectives. • Develop and implement counseling strategies with contemporary methods of mentoring. • Identify behavioral problems and act appropriately to remedy the situation. • Pay attention to societal and cultural differences in all student matters. • Assess the development of students and highlight the sense of accomplishment. • Complete evaluations, analyze results and provide purposeful feedback. • Cooperate with parents, academic staff and external partners. • Arrange and schedule orientation programs and internships. • Advertise facilities and study programs to potential students. • Implement and facilitate educational and training workshops for academic staff. • Counsel students on personal, academic, and vocational problems and notify parents as deemed necessary. • Provide educational counseling to students prior to the scheduling of classes. |

Demographic Information

Principal start date

Monday 8/3/2020, 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.*

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.*

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

90

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

1

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

2

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 31 | 22 | 13 | 92 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 24 | 16 | 5 | 65 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 14 | 4 | 3 | 23 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 11 | 7 | 43 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 11 | 4 | 2 | 31 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |

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 | 14 | 20 | 12 | 4 | 50 |

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 | 1 | 1 |
| 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

Thursday 7/1/2021

2020-21 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|---|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 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 | 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 |

2020-21 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|---|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 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 | |

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 26% | 57% | 56% | 33% | 58% | 56% |
| ELA Learning Gains | | | | 35% | 52% | 51% | 40% | 54% | 53% |
| ELA Lowest 25th Percentile | | | | 18% | 45% | 42% | 58% | 47% | 44% |
| Math Achievement | | | | 21% | 51% | 51% | 29% | 49% | 51% |
| Math Learning Gains | | | | 38% | 44% | 48% | 30% | 45% | 48% |
| Math Lowest 25th Percentile | | | | | 43% | 45% | 27% | 46% | 45% |
| Science Achievement | | | | | 66% | 68% | 52% | 64% | 67% |
| Social Studies Achievement | | | | 36% | 71% | 73% | | 70% | 71% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2021 | | | | | |
| | 2019 | 23% | 57% | -34% | 55% | -32% |
| Cohort Comparison | | | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 25% | 53% | -28% | 53% | -28% |
| Cohort Comparison | | -23% | | | | |

| 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 |
| 2021 | | | | | |
| 2019 | | | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 36% | 67% | -31% | 70% | -34% |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 20% | 61% | -41% | 61% | -41% |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------------|-------|--------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

9th Grade

ELA - The Florida Assessment for Instruction in Reading (FAIR) is used to monitor the students' ELA progress.

Algebra 1 - USA Test Prep is used to monitor the students' Algebra 1 progress throughout the year.

Biology - USA Test Prep is used to monitor the students' Biology progress throughout the year.

10th Grade

ELA - The Florida Assessment for Instruction in Reading (FAIR) is used to monitor the students' ELA progress.

Biology - USA Test Prep is used to monitor the students' Biology progress throughout the year.

Geometry - USA Test Prep is used to monitor the students' Geometry progress throughout the year.

US History - USA Test Prep is used to monitor the students' Biology progress throughout the year.

11th Grade

ELA Retakes - The Florida Assessment for Instruction in Reading (FAIR) is used to monitor the students' ELA progress.

Algebra 1/Geometry - USA Test Prep is used to monitor the students' Geometry progress throughout the year.

Biology - USA Test Prep is used to monitor the students' Biology progress throughout the year.

US History - USA Test Prep is used to monitor the students' Biology progress throughout the year.

12th Grade

ELA Retakes - The Florida Assessment for Instruction in Reading (FAIR) is used to monitor the students' ELA progress.

Algebra1/ Geometry - USA Test Prep is used to monitor the students' Geometry progress throughout the year.

| Grade 9 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 80% | 58% | 41% |
| | Economically Disadvantaged | 20% | 33% | 38% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 50% | 66% | 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 50% | 47% | 53% |
| | Economically Disadvantaged | 41% | 38% | 40% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 17% | 50% | 33% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 43% | 48% | 56% |
| | Economically Disadvantaged | 47% | 53% | 50% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 17% | 0% | 33% |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | n/a | n/a | n/a |
| | Economically Disadvantaged | n/a | n/a | n/a |
| | Students With Disabilities | n/a | n/a | n/a |
| | English Language Learners | n/a | n/a | n/a |
| | | | | |

| Grade 10 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 44% | 33% | 23% |
| | Economically Disadvantaged | 43% | 31% | 30% |
| | Students With Disabilities | 50% | 50% | 0% |
| | English Language Learners | 0% | 0% | 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 33% | 21% | 28% |
| | Economically Disadvantaged | 0% | 17% | 17% |
| | Students With Disabilities | 50% | 50% | 0% |
| | English Language Learners | 0% | 20% | 20% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 63% | 59% | 53% |
| | Economically Disadvantaged | 44% | 52% | 47% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 0% | 20% | 20% |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | 56% | 48% | 54% |
| | Economically Disadvantaged | 67% | 41% | 47% |
| | Students With Disabilities | 50% | 50% | 0% |
| | English Language Learners | 0% | 0% | 0% |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 11 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 29% | 40% | 50% |
| | Economically Disadvantaged | 20% | 46% | 66% |
| | Students With Disabilities | 0% | 50% | 66% |
| | English Language Learners | 50% | 66% | 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 32% | 48% | 41% |
| | Economically Disadvantaged | 38% | 54% | 50% |
| | Students With Disabilities | 25% | 40% | 25% |
| | English Language Learners | 50% | 50% | 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 46% | 63% | 37% |
| | Economically Disadvantaged | 33% | 62% | 43% |
| | Students With Disabilities | 0% | 33% | 25% |
| | English Language Learners | 0% | 50% | 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | 53% | 62% | 48% |
| | Economically Disadvantaged | 40% | 38% | 43% |
| | Students With Disabilities | 20% | 40% | 25% |
| | English Language Learners | 0% | 50% | 50% |

| Grade 12 | | | | | |
|-----------------------|----------------------------|----------------------|------|--------|--------|
| | | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 33% | 44% | 38% |
| | Economically Disadvantaged | | 33% | 33% | 20% |
| | Students With Disabilities | | n/a | 0% | 0% |
| | English Language Learners | | 33% | 50% | 33% |
| | | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | n/a | n/a | n/a |
| | Economically Disadvantaged | | n/a | n/a | n/a |
| | Students With Disabilities | | n/a | n/a | n/a |
| | English Language Learners | | n/a | n/a | n/a |
| | | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | | 50% | 50% | 50% |
| | Economically Disadvantaged | | 50% | 50% | 50% |
| | Students With Disabilities | | n/a | n/a | n/a |
| | English Language Learners | | 0% | 0% | 0% |
| | | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | | n/a | n/a | n/a |
| | Economically Disadvantaged | | n/a | n/a | n/a |
| | Students With Disabilities | | n/a | n/a | n/a |
| | English Language Learners | | n/a | n/a | n/a |
| | | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| ELL | 18 | 40 | | | | | | | | | |
| BLK | 32 | 30 | | 13 | 20 | | 25 | 16 | | | |
| HSP | 20 | 50 | | | | | | | | | |
| FRL | 18 | 20 | | 5 | 29 | | 8 | 9 | | | |

| 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 | | | | |

ESSA Data Review

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

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 34 |
| 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 | 270 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 78% |
| Subgroup Data | |
| Students With Disabilities | |
| 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% | |
| English Language Learners | |
| Federal Index - English Language Learners | 29 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |

| Native American Students | |
|--|-----|
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 23 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 35 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 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 | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 15 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

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

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

CADHS overall Reading Performance has steadily declined to what is considered below Reading Proficient by the FLDOE. Students categorized in the following subgroups, SWD, ELL, ED, and Black/African-American have consistently performed below grade level expectations throughout all Reading. A close analysis of the data shows a deficiency amongst all grade levels in ELA, specifically Reading Comprehension, and across the board in the Algebra 1 and Biology. Based on the 2019 Spring FSA administration, "Math lowest 25th percentile LG", reflects 0%; the lowest data component. The Algebra 1 EOC 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 compared 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 (43%) and the State of Florida (45%). Approximately 50% of the students assessed can be flagged for receiving a level 1 on their most previous FSA math assessment, making them susceptible to receiving a similar score if not provided the adequate intervention; which was the case during the 18-19 school year. Only 9.1% of ELL and 8.7% of ED students achieved proficiency in ELA according to 2018-2019 FSA data. ED students Decreased 27.4% in reading proficiency from the 2017-2018 school year where 36.1% of ED students achieved proficiency.

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

Based on the progress monitoring and the 2019 Spring FSA Administration, "ELA LG of the lowest 25%", reflects 18%. This data point shows a massive 40% decrease from the year's prior learning gains for the Lowest 25th percentile. In the 2019 administration of the ELA FSA, 18% of students in the Lowest 25th percentile achieved learning gains, which was significantly lower than that of Broward School District (45%) and the State of Florida (42%). Based on the SY19-20 PMRN-FAIR data, the area that demonstrates the greatest need for improvement is specifically Reading Comprehension with a sub-category of Vocabulary. During SY20-21, students, that were administered the FAIR Assessment, in grades 9 and 10 ranked in the lowest 10th percentile in Reading Comprehension and the lowest 25th percentile in Vocabulary. Both of these components are closely related to the deficiencies that are present amongst our students.

During SY20-21 PMRN-FAIR progress monitoring assessments, 10th grade ELLs had 0% proficiency for all three Assessment Periods. This is a concern, as ELLs have historically performed below average.

Additionally, data indicates that our students have difficulty in analyzing the author's purpose and/or perspective in a variety of texts and understand how they affect meaning. In addition, our data suggest that our students have not yet mastered comparing and contrasting elements from multiple texts, and have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text.

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

The school's need for the implementation of an intensive intervention literacy program with fidelity can be seen through the FAIR Assessment data. There are gaps present in several key areas that are specifically correlated to ELA success. These areas include vocabulary knowledge, reading comprehension, and syntactic knowledge.

Additionally, student attendance over the past year, specifically due to uncontrollable factors such as COVID and Virtual Learning. Progress monitoring for the ELLs at CADHS was at an all-time low due to chronic absences before, during, and after each assessment period. Of the 13 ELLs enrolled at CADHS, approximately 3 ELLs attended brick-and-mortar instruction throughout the school year, while the remaining ELLs opted for Virtual Instruction. The aforementioned, ELL, progress monitoring proficiency percentage (0%), is directly correlated to this contributing factor.

Implementation of the Intensive Intervention Literacy program with fidelity for all students will be done through Edge for Tier 2 students, and REWARDS for Tier 3 students. Certified ESOL/ESE teachers and trained interventionists will provide push-in instruction to Tier 2 and Tier 3 students. The push-in intervention groups will consist of 2-4 students. Students performing below 30% on the FAIR AP1 and AP2 will receive interventions 30min/day, 2-3 times/week using a research-based intervention program, REWARDS, to address their comprehension and phonics deficiencies. The Administrative Team will take opportunities to incentivize student compliance and participation in the initiatives created. These efforts will show students that there is a sense of love, trust, and community within the school.

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

Based on progress monitoring and the Spring 2019 administration, the component for overall math learning gains showed the most improvement, shifting from 30% (2018) to 38% (2019). The positive trend was quite contrary to that of the state and district. From the year 2018 to 2019, the District of Broward slightly increased from 43% 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. 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 Spring 2020.

The SY20-21 Progress monitoring data in Algebra 1 showed a vast improvement in the students that were tested for this EOC. Based on USA TestPrep, a research-based progress monitoring tool, approximately 50% of the students that were tested showed proficiency in Algebra 1. This is aligned to the 2019 FSA Data achieved by the Broward School District and the State of Florida.

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

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 Spring 2020, but failed to demonstrate proficiency.

Additionally, we implemented a new progress monitoring tool, USA Test Prep, to the school. This tool was a key factor in the increase of achievement levels in Math across the board. The students were

assessed a full benchmark assessment every 6 weeks to ensure we are meeting the specific academic needs of each student. This progress monitoring tool gave us the information we needed to guide the instruction for individual students. Lastly, we implemented Intensive Math for those students that were still retaking the Algebra 1 EOC and required intensive intervention in order to succeed. The course helped bridge the gaps that were present amongst the students that were enrolled in this course.

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

For acceleration to be effective, there must be a system in place to monitor and verify learning so that critical missing skills and concepts can be identified. In an effort to accelerate learning, the school will utilize various research-based strategies that will assist in accelerating learning. Prioritizing standards will assist in maximizing the instructional time for the educator in the classroom. Prioritizing standards allows us to focus on standards that are required for future learning, play a major factor in additional content areas, and will be seen in grade levels beyond the students' current grade level. These standards will be given more priority when building a lesson, however, other standards will still be focused on just at a lower priority. Another strategy the school will utilize is diagnosing critical missed learning. This strategy will help identify any key concepts and skills that the students are missing and provide an individualized guided plan for each student based on the key concepts and skills that are missing.

In regards to SWD, several strategies will be integrated in their courses in order to accelerate learning. Students will be taught how to: apply skills and strategies in math and reading, use effective test-taking skills and strategies, apply effective problem-solving skills and strategies to solve personal and academic, problems. SWD will be exposed to task-completion, time-management, planning, and organization skills and strategies, as well as how to interact with peers and adults.

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

The school will provide the staff with professional development to fully cater to enhancing the academic experience for the students. The staff will undergo bi-weekly Professional Learning Community meetings by department/co-department with the administrative team involved.

ELA/Social Studies/Science

The literacy department will meet with the literacy coach weekly to refine the weekly lessons based on actual student data gained from progress monitoring, formative and summative assessments. The staff will have data chats to discuss revisions to lessons based on new class/student data. Additionally, the co-departments prioritize standards that play a major factor in all content areas.

Math/Science

The math department will meet with the math coach weekly to refine the weekly lessons based on actual student data gained from progress monitoring, formative and summative assessments. The staff will have data chats to discuss revisions to lessons based on new class/student data. Additionally, the co-departments prioritize standards that play a major factor in all content areas.

ESE

Teachers will be given bi-weekly professional development on the learning characteristics of students with disabilities, how to integrate research-based instructional strategies, and how to structure instruction to engage the students. Teachers will learn how to assist students with task-completion, time-management, planning, and organization skills and strategies, as well as how to interact with peers and adults.

Additionally, the school will provide professional development to the staff to assist with the accelerated learning strategies identified to bridge the academic gaps that are present amongst the student body.

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

The administrative team will focus on monitoring the implementation of the various academic programs that were identified as playing a major role in the improvement of the key areas that are needed for success. Continuous staff observations will be conducted on a biweekly basis to identify any potential areas that are in need of professional development. Professional Growth Plans (PGP) will be required of each teacher and approved by the Principal at the start of each school year. This will be done to ensure the teachers will be constantly self-monitoring their progress towards their goals and have a part in their own self-growth. Professional Learning Community (PLC) meetings will be implemented by members of the administrative team and will occur semimonthly. Within these meetings, the teachers and the administrative team will discuss best practices and various strategies that have been successfully implemented within the content areas. Additionally, data chats will occur once a month in order to ensure the team is aware of the current data for all ESE, ESOL, Tier 2, Tier 3, and ESSA subgroups students.

Additionally, we will also host monthly Academic Nights for the parents 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 student's progress and different initiatives that are offered for their students' achievements.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance**Area of Focus Description and Rationale:**

During SY20-21, a major problem area was student attendance due to COVID-19. On average, there was roughly between 15% to 20% of the student population physically attending school for brick-and-mortar instruction. This number equates to roughly 13 to 18 students on campus for brick-and-mortar instruction. This left roughly 80% to 85% of the student population opting in for virtual instruction. Ultimately, many of the students receiving

Measurable Outcome:

By SY21-22, Championship High School will increase the percentage of students attending school at least 90% of the school year from 56% to 92%, as measured by FTE Survey period 3.

The office manager will 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. Monthly CPST meetings will be held to develop and execute action plans for students identified as habitually absent.

Monitoring:

BASIS will be used to identify any students that have exhibited a pattern of truancy as well as one or more retentions in their academic experience. Students that exhibit these traits are usually more susceptible to academic regression. Pinnacle Grading system will be utilized to collect the current grade, participation, and attendance data for each student. We will utilize this data to compare students' current grades and attendance with previous grades and attendance from SY20-21.

Person responsible for monitoring outcome:

Shane Reynolds (sreynolds@cadhigh.org)

Evidence-based Strategy:

To bridge these deficiencies, we will focus heavily on developing a positive 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. Additionally, CADHS will provide quarterly incentives to students based on Progress Monitoring Data, GPA, and attendance records to assist with creating a positive school culture while promoting consistent attendance in all students.

Rationale for Evidence-based Strategy:

In the past, we have contacted parents at home, sent attendance letters via USPS, and formally and informally met with students 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 attend school. 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 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

CADHS will continue to provide enhanced outreach to the parents/guardians of students identified as habitually absent. These enhanced outreach measures may include, but are not limited to:

- After 3 consecutive absences, CADHS will contact the parents and provide communication via phone call.
- After 3 – 5 absences within an academic quarter, CADHS will contact the parents and provide communication via phone call and email.
- After 10 or more absences within an academic quarter CADHS will contact the parents and provide communication via phone call, email and US Mail (Certified Letter with Signature)

For all students identified as continually habitual and the aforementioned attempts at communicating the importance of attending brick-and-mortar instruction without success, CADHS will attempt the following services to ensure all students not meeting adequate progress are accounted for:

- Administrative Home Visits
- Communication via in-person conference

Person Responsible Shane Reynolds (sreynolds@cadhigh.org)

The Administrative Team will 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 based on Progress Monitoring Data, GPA, and Attendance Records. 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 within the school.

Person Responsible [no one identified]

BASIS

BASIS will be used to identify any students that have exhibited a pattern of truancy as well as one or more retentions in their academic experience. Students that exhibit these traits are usually more susceptible to academic regression.

Pinnacle

Pinnacle Grading system will be utilized to collect the current grade, participation, and attendance data for each student. We will utilize this data to compare students' current grades and attendance with previous grades and attendance from the 2020-2021 school year.

Person Responsible Shane Reynolds (sreynolds@cadhigh.org)

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

Although our students were not assessed for the 2019-2020 school year due to the Covid 19 pandemic, according to our 2018-2019 FSA data, our students performed below grade level in reading. At that time, only 26% of the students were proficient in ELA. Due to the challenges presented by unforeseeable circumstances, our students will likely continue to perform below the state average. Data indicates that our students have difficulty in analyzing the author's purpose and/or perspective in a variety of text and understand how they affect meaning. In addition, our data suggest that our students have not yet mastered comparing and contrasting elements from multiple texts, and have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text. As we anticipate a full return to brick and mortar for the 2021-2022 school year, it is imperative to plan to bridge the learning gap and apply adequate interventions to address student deficiencies to ensure the success of our students. Providing more recent data from the 2021 Fair AP3, it indicated that 9-11th grade students are performing below the 30th percentile in Reading Comprehension. This data along with student course grades determines their need for intervention. The vast majority of students in 9th- 12th grades will be placed in tier 2 Intensive Reading and the lowest 25% will be in Tier 3 Interventions using the REWARDS program.

Measurable Outcome:

Covid 19 has placed us in a peculiar position in terms of collecting adequate data. Students who will be entering the 12th grade should have initially taken the FSA during the 2018-2019 school year, and therefore would have had the opportunity to receive interventions according to their deficiencies and make gains. With adequate instruction through Edge and REWARDS, we project that 80% of our seniors will make 10% learning gains on the FSA or an equivalent exam by Spring. Furthermore, students in grades 9-11, including those in the lowest 25% will also make learning gains of 10% by the end of the 2021-2022 school year.

Monitoring:

Student achievement will be monitored through FAIR 3 times a year. Instruction will be adjusted to address areas of student deficiencies after AP1 and AP1. All Tier 1 students will receive instruction from the Core Curriculum, Collections and progress will be monitored through student grades. Tier 2 students will be monitored using the intensive reading curriculum, EDGE and their progress will be monitored through formative assessments. In addition to receiving instruction from Collections and EDGE, the lowest 25% of Tier 3 students will also receive interventions using the REWARDS program which will assess student achievement in comprehension and phonics.

Person responsible for monitoring outcome:

Dominique Jackson (djackson@cadhigh.org)

Evidence-based Strategy:

All students will receive instruction using the Collections textbook, and they will read a district-approved textbook that will be used for independent reading as well as a novel study to be monitored with comprehension questions. In addition to providing instruction using the gradual release of responsibility model, think-write-pair-share strategy, and differentiated instruction, students will be provided with interventions using the online platform Achieve3000. In conjunction with the core curriculum, tier 2 and 3 students will receive interventions using the EDGE textbook to address their deficiencies. Students that perform below 30% on the FAIR AP1 will receive interventions 30 minutes per day, 2-3 times per week using REWARDS to address their comprehension and phonics deficiencies.

Rationale for Evidence-based Strategy: Data indicates that our students have difficulty in analyzing the author's purpose and/or perspective in a variety of text and understand how they affect meaning. In addition, our data suggest that our students have not yet mastered comparing and contrasting elements from multiple texts, and have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text. The EDGE and REWARDS interventions will assist in address the needs of the the students aforementioned deficiencies.

Action Steps to Implement

Tier 3 students will be identified using the 2018-2019 FSA and the 2021 FAIR AP3 data. These students will be placed in two (2) intensive reading courses. In one course, the tier 3 students will work with their tier 2 peers to address their difficulty in analyzing the author's purpose and/or perspective in a variety of text and understand how they affect meaning. As well as, comparing and contrasting elements from multiple texts, and have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text. In their second course, the students will receive intense interventions using REWARDS to address their phonics and comprehension deficiencies.

Person Responsible Dominique Jackson (djackson@cadhigh.org)

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) on the 2019 FSA ELA (Tier 2 students) or are SWD/ELL. 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 ongoing 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 3 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 Dominique Jackson (djackson@cadhigh.org)

Teachers will engage students in semi-monthly data chats to: define academic goals, track progress towards academic goals, 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. At the close of every data chat meeting, time will be dedicated to discussing best practices.

Person Responsible John Billingsley (jbillingsley@cadhigh.org)

SWD

Students with Disabilities will be enrolled in an Intensive Reading course designed to address academic gaps and goals as determined by the IEP. This Intensive Reading course will utilize Cengage EDGE and Voyager Sopris REWARDS, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. Voyager Sopris 'REWARDS' will be utilized as an intensive intervention for SWDs based on their IEP goals/objectives and the current progress monitoring data.

SWD will be included and integrated with 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 using data to drive interventions.

Person Responsible Melissa DeClaire (mdeclaire@cadhigh.org)

ELL

English Language Learners will be enrolled in an Intensive Reading course designed to address academic gaps and goals that are identified in Elevation. This Intensive Reading course will utilize Cengage EDGE and Voyager Sopris REWARDS, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. Voyager Sopris 'REWARDS' will be utilized as an intensive intervention for ELLs based on their academic goals for English Language Proficiency and the current progress monitoring data. This reading program has specific strategies embedded to assist non-fluent Level 1 and 2 students.

Teachers will utilize instructional strategies that include: vocabulary word maps; interactive/student-generated word walls; instruction in different levels of content-specific words; read from a wide variety of texts; and affix or root word activities. They will provide explicit instruction and guided practice in recognizing word relationships, the study of synonyms/antonyms, identifying the multiple meaning in words, recognizing examples and non-examples of word relationships, and understanding connotative language. Teachers, along with the ESOL coordinator, will monitor all subgroups semi-monthly in order to provide the necessary interventions to strengthen their listening, speaking, and vocabulary, as well as, incorporate research-based vocabulary strategies (PAVE, Frayer Model, & Concept Map of Definition) that help students determine the meaning of words in context.

Person Responsible Michele Regev (mregev@cadk8.org)

MTSS/Rtl

Students that have not achieved proficiency (Level 3+) on the FSA ELA assessment will be placed in Intensive Reading to properly identify and target individual deficiencies that are present. 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 ongoing 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 3 bracket. This intensive instruction is in addition to the core ELA and Intensive Reading courses. Progress monitoring will occur through the PMRN/FAIR assessment in September, January and April. Students that are still struggling while in the Intensive Reading course will be identified and recommended for an evaluation for Exceptional Student Education.

Person Responsible Melissa DeClaire (mdeclaire@cadhigh.org)

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. The primary focus of these Extended Day camps will be to focus on FSA, EOCs, ACT/SAT, and PERT assessments. These Extended Day Opportunities will occur during the week for one hour after regular school hours and on Saturdays from 8:00 am-12:00 pm starting in October and lasting through April.

Person Responsible John Billingsley (jbillingsley@cadhigh.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Based on the 2018-19 FSA Data, Math Achievement (21% proficiency at the school level) reflected a 30% achievement gap relative to that of the state. Given the prior year 2018 FSA/EOC data, Math was also one of the lowest achievement components (29%), it is clearly evidenced by this data that our instructional model needs revision, as the students' performance did not improve from the 2018 FSA/EOC to the 2019 FSA/EOC. Given that a vast majority of our students fall into one or more subgroups, Economically Disadvantaged, SWD, ELL, and/or Black/African American, 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.

Based on the Algebra 1 progress monitoring assessment through USA TestPrep, roughly 50% of students were projected to show proficiency on the Algebra 1 EOC and 16% were borderline, bubble students. These scores were a good indicator to 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.

Measurable Outcome:

By June 2022, 40% of the students tested in math on the Algebra 1 or Geometry EOC will achieve a 3 or higher, increasing the math proficiency from 21% to 40%.

Monitoring:

CADHS will monitor student achievement in Math through USA TestPrep. Full-length benchmarks assessments will be administered every 6 weeks, from September through April, to gauge the proficiency levels of the students for each EOC Assessment. All students that are retaking the Algebra 1 EOC will be enrolled in Intensive Math to address the gaps in achievement that are present amongst the student. Monthly teacher and student data chats will occur subsequent to the progress monitoring assessment to ensure the data is analyzed and disseminated with fidelity. Based on the most current progress monitoring data, secondary benchmark standards will be added to the scope and sequence calendar to ensure the standards are taught and retaught multiple times.

Person responsible for monitoring outcome:

John Billingsley (jbillingsley@cadhigh.org)

Evidence-based Strategy:

Students that have not achieved proficiency (Level 3+) on the Algebra 1 or Geometry EOC assessment will be placed in Intensive Math to properly identify and target individual deficiencies that are present. The instruction will be supported by Voyager Sopris TransMath, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. Teachers will engage in ongoing progress monitoring that will be used to promote instructional decisions that follow the MultiTiered System of Support (MTSS) framework. Voyager Sopris TransMath will be utilized as an intensive intervention for students who fall within the Tier 2/3 bracket. This intensive instruction is in addition to the core Algebra/Geometry courses.

Rationale for Evidence-based Strategy:

Progress monitoring will occur through the USA TestPrep assessment every 6 weeks from September to April. Students that are still struggling while in the Intensive Math course will be identified and recommended for an evaluation for Exceptional Student Education.

Data indicates that our students have difficulty in Functions and Modeling. In addition, our data suggest that our students have not yet mastered Algebra and Modeling, and have the greatest difficulty with solving quadratic equations, X-Coordinates, and Function Notations. Many of these deficiencies all are a part of a root cause, which is basic arithmetic and the foundational standards addressed in the younger years of math. Voyager Sopris'

TransMath is a comprehensive math intervention curriculum that targets high school students who lack the foundational skills necessary for entry into algebra and/or who are two or more years below grade level in math. Using a dual-topic approach, TransMath improves math skills by emphasizing fewer topics in greater depth while accelerating students to more advanced math, from number sense to rational numbers, to understanding algebra.

Action Steps to Implement

SWD

Students with Disabilities will be enrolled in an Intensive Math course designed to address academic gaps and goals as determined by the IEP. This Intensive Math course will utilize Voyager Sopris TransMath, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. Voyager Sopris TransMath will be utilized as an intensive intervention for SWDs based on their IEP goals/objectives and the current progress monitoring data.

SWDs will be included and integrated with all remedial activities for Algebra 1 and Geometry, 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 using data to drive interventions.

Person Responsible Melissa DeClaire (mdeclaire@cadhigh.org)

ELL

English Language Learners will be enrolled in an Intensive Math course designed to address academic gaps and goals as determined by the IEP. This Intensive Math course will utilize Voyager Sopris TransMath, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. Voyager Sopris TransMath will be utilized as an intensive intervention for SWDs based on their IEP goals/objectives and the current progress monitoring data.

ELLs will be included and integrated with all remedial activities for Algebra 1 and Geometry, in addition to their goals and objectives found in ELlevation. Staff (primarily the ESOL contact) working with ELLs will be provided with the ELL Strategies Matrix to provide research-based ESOL strategies for those receiving any form of remediation or enrichment. Progress monitoring will be clearly documented using data to drive interventions.

Person Responsible Michele Regev (mregev@cadk8.org)

MTSS/Rtl

Students that have not achieved proficiency (Level 3+) on the Algebra 1 or Geometry EOC assessment will be placed in Intensive Math to properly identify and target individual deficiencies that are present. The instruction will be supported by Voyager Sopris TransMath, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. Teachers will engage in ongoing progress monitoring that will be used to promote instructional decisions that follow the MultiTiered System of Support (MTSS) framework. Voyager Sopris TransMath will be utilized as an intensive intervention for students who fall within the Tier 2/3 bracket. This intensive instruction is in addition to the core Algebra/Geometry courses. Progress monitoring will occur through the USA TestPrep assessment every 6 weeks from October to April. Students that are still struggling while in the Intensive Math course will be identified and recommended for an evaluation for Exceptional Student Education.

Person Responsible Melissa DeClaire (mdeclaire@cadhigh.org)

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. The primary focus of these Extended Day camps will be to focus on FSA, EOCs, ACT/SAT, and PERT assessments. These Extended Day Opportunities will occur during the week for one hour after regular school hours and on Saturdays from 8:00 am-12:00 pm starting in October and lasting through April.

Person Responsible John Billingsley (jbillingsley@cadhigh.org)

#4. Instructional Practice specifically relating to Graduation

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| Area of Focus Description and Rationale: | <p>The graduation rate is one of the components that comprise the school's grade. The school had its first graduating class in 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 81% for that year. However, given that these students have many resource constraints and had many missing graduation requirements, inclusive of service hours, standardized tests, 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. 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> |
| Measurable Outcome: | <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 graduated based 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> |
| Monitoring: | <p>Prior to the beginning of each school year, the administrative team will run a graduation audit, for each graduating senior, and enroll the students in their coursework required for graduation and any courses needed for credit recovery. Monthly, the administrative team will meet with the graduating seniors to review their current graduation status to ensure all students are still on track to meet graduation requirements by the specified deadlines. For students not on track, the administration, including the Guidance Counselor, will immediately develop a plan of action specifically geared towards the student's needs.</p> |
| Person responsible for monitoring outcome: | <p>Shane Reynolds (sreynolds@cadhigh.org)</p> |
| Evidence-based Strategy: | <p>The Institute of Education Science (IES) published an 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 provide the school with an approach that focuses on individualized students' needs to ensure students meet the graduation requirements on time.</p> |

**Rationale
for
Evidence-
based
Strategy:**

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 monitored and have a trustworthy 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

Prior to the beginning of each school year, the administrative team will conduct a graduation audit, for each graduating senior, and enroll the students in their coursework required for graduation and any courses needed for credit recovery. The administrators will work with the community to acquire information on free tutoring opportunities for standardized tests- FSA, PERT, ACT, and SAT. During Open House, the administrative team will convey to parents the expectations to graduate and offer free resources to the parents through public initiatives. There will also be extended day opportunities after school for an additional hour and on some weekends from 8:00 am to 12:00 pm to prepare for End-Of-Course and state exams.

Person Responsible Shane Reynolds (sreynolds@cadhigh.org)

The Administrative Team will meet with each cohort and educate them on the following: Broward School's Virtual Counselor, Graduation Requirements, Credit Recovery, and SAT/ACT requirements. Once students have viewed 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 the year, starting with Seniors and Juniors, as Early as August, the Administrative Team will conference with students and their parents to ensure their goals are being implemented, and they are on track to graduate. The Administrative Team will conduct monthly check-ins to provide support for students and ensure students are on track for promotion and graduation.

Person Responsible Shane Reynolds (sreynolds@cadhigh.org)

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. The primary focus of these Extended Day camps will be to focus on FSA, EOCs, ACT/SAT, and PERT assessments. These Extended Day Opportunities will occur during the week for an additional hour after school and on Saturdays from 8:00 am to 12:00 pm starting in October and lasting through April.

Person Responsible John Billingsley (jbillingsley@cadhigh.org)

#5. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

Based on the ESSA data, Black and African American students' subgroup reported 26% were proficient 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 has been identified as 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 was 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.

Monitoring:

ELA student achievement will be monitored through FAIR. Instruction will be adjusted to address areas of student deficiencies after AP1 and AP2. All Tier 1 students will receive instruction from the Core Curriculum, Collections and progress will be monitored through student grades. Tier 2 students will be monitored using the intensive reading curriculum, EDGE and their progress will be monitored through formative assessments. In addition to receiving instruction from Collections and EDGE, the lowest 25% or Tier 3 students will also receive interventions using the REWARDS program which will assess student achievement in comprehension and phonics.

Math student achievement will be monitored through USA TestPrep. Full-length benchmarks assessments will be administered every 6 weeks, from September through April, to gauge the proficiency levels of the students for each EOC Assessment. All students that are retaking the Algebra 1 EOC will be enrolled in Intensive Math to address the gaps in achievement that are present amongst the student.

Person responsible for monitoring outcome:

John Billingsley (jbillingsley@cadhigh.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 Achieve3000 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, Achieve3000 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 students to prepare for assessments. USA Test Prep and Khan Academy also have 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 lessons to ensure we are taking a multi-faceted approach to target these areas. 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 Dominique Jackson (djackson@cadhigh.org)

The next phase would require CADHS 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 biweekly 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 Dominique Jackson (djackson@cadhigh.org)

The final action step will be to identify if CADHS needs 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 adding more rigor to the lessons or providing more intervention time through elective courses to help bridge these deficiencies.

Person Responsible John Billingsley (jbillingsley@cadhigh.org)

CADHS 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. The primary focus of these Extended Day camps will be to focus on FSA, EOCs, ACT/SAT, and PERT assessments. These Extended Day Opportunities will occur during the week for one hour after regular school hours and on Saturdays from 8:00 am-12:00 pm starting in October and lasting through April.

Person Responsible [no one identified]

#6. 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 the population at CADHS, however, they are a minority subgroup and can easily fall through the cracks. As evidenced by the data, CADHS fell short in providing the best equitable systems for this subgroup. In the school year 2017-2018, the learning gains the ELL population at CADHS on the ELA FSA administration was 40%, that is 40% of this subgroup made learning gains from the previous year's administration of the FSA. In 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 follows: 31% showed improvement in Speaking, 23% showed improvement in Listening, 54% showed improvement in Reading, and 35% showed improvement in Writing. Additionally, according to ELLevations, during SY20-21, 6 of 8 (75%) of the ELLs showed ELP Growth.

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 the year 2022. We also look to see ELLs learning gains increase from 40% to 60%, as measured by the Florida statewide assessments by June 2022.

The school has a designated ESOL coordinator who is responsible for developing and updating all students' ELL plans, keeping a record of parental contact, and maintaining ELL program record folders. Students in the ESOL program are required to meet the same curriculum standards as other students in English/Language Arts and content area instruction. The school provides ESOL strategies, supplementary materials, and native language assistance to ensure that comprehensible instruction is being provided to every ELL. The school follows established state and federal guidelines and procedures for identification, placement, screening, and classification of English Language Learners.

Monitoring:

Administrators will monitor the instructional practices of teachers through FCPCS evaluations, classroom walkthroughs, and data analysis. Administrators will review lesson plans; conduct classroom observations; conduct data chats with teachers; and monitor all Professional Development. Administrators and literacy coaches will monitor during the reading block, to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities meetings will be held twice weekly. FAIR assessments will be administered (initially, midyear, and end-of-year) the data will be utilized to monitor progress, to adjust instruction, and to adjust learning strategies.

Person responsible for monitoring outcome:

Michele Regev (mregev@cadk8.org)

Evidence-based Strategy:

Certified ESOL teachers/trained interventionists will provide push-in instruction to Tier 2/ Tier 3 students. Push-in instruction allows students an opportunity to remediate reading deficiencies, build literacy skills, demonstrate their knowledge based on the teaching, and receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students to accomplish as well as receive professional

development in literacy. Teachers will create a variety of entry points to ensure that students' differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 2-4 students. Students that perform below 30% on the FAIR AP1 and AP2 will receive interventions 30 minutes per day, 2-3 times per week using a research-based intervention program, REWARDS, to address their comprehension and phonics deficiencies.

**Rationale
for
Evidence-
based
Strategy:**

Data indicates that our students have difficulty in analyzing the author's purpose and/or perspective in a variety of texts and understand how they affect meaning. In addition, our data suggest that our students have not yet mastered comparing and contrasting elements from multiple texts, and have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text. The EDGE and REWARDS interventions will assist in address the needs of the students' aforementioned deficiencies. Within these push-in sessions, students will continue 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** Michele Regev (mregev@cadk8.org)

English Language Learners will be enrolled in an Intensive Reading course designed to address academic gaps that are present within the student. This Intensive Reading course will utilize Cengage EDGE and Voyager Sopris REWARDS, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. Voyager Sopris 'REWARDS' will be utilized as an intensive intervention for ELLs based on their academic goals for English Language Proficiency and the current progress monitoring data. This reading program has specific strategies embedded to assist non-fluent Level 1 and 2 students.

**Person
Responsible** Dominique Jackson (djackson@cadhigh.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** Michele Regev (mregev@cadk8.org)

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. The primary focus of these Extended Day camps will be to focus on FSA, EOCs, ACT/SAT, and PERT assessments. These Extended Day Opportunities will occur during the week for one hour after regular school hours and on Saturdays from 8:00 am-12:00 pm starting in October and lasting through April.

**Person
Responsible** John Billingsley (jbillingsley@cadhigh.org)

Certified ESOL teachers/trained interventionists will provide push-in instruction to Tier 2/Tier 3 students. Push-in instruction allows students an opportunity to remediate reading deficiencies, an opportunity to

build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students to accomplish. Teachers will create a variety of entry points to ensure that students' differing abilities, strengths, and needs are all taken into consideration. Students that perform below 30% on the FAIR AP1 will receive interventions 30 minutes per day, 2-3 times per week using REWARDS to address their comprehension and phonics deficiencies. The push-in intervention groups will consist of 2-4 students.

Person Responsible Michele Regev (mregev@cadk8.org)

Teachers will utilize instructional strategies that include: vocabulary word maps; interactive/student-generated word walls; instruction in different levels of content-specific words; read from a wide variety of texts; and affix or root word activities. They will provide explicit instruction and guided practice in recognizing word relationships, the study of synonyms/antonyms, identifying the multiple meaning in words, recognizing examples and non-examples of word relationships, and understanding connotative language. Teachers will monitor all subgroups frequently in order to provide the necessary interventions to strengthen their listening, speaking, and vocabulary, as well as, incorporate research-based vocabulary strategies (PAVE, Frayer Model, & Concept Map of Definition) that help students determine the meaning of words in context.

Person Responsible [no one identified]

Speaking/Language and Listening standards will be integrated across the curriculum. Lesson plans for each subject will have to reflect at least 1 speaking and 1 listening standard being assessed for each lesson or unit being taught. Students will have at least 1 project to complete and present for the purpose of assessing speaking and listening standards each semester. Departments will identify the two project themes that will be focused on by September 2021. Coaches will create the scope of the project, by August 2021. Coaches will audit lesson plans for the integration of speaking/listening across the curriculum. Struggling teachers will be assigned to observe teachers who demonstrate proficiency in speaking/listening across the curriculum during their planning block. Proficient teachers will share best practices during PLCs. Principals will look for evidence of integration of speaking/listening during observations.

Person Responsible [no one identified]

Teachers will receive support in Speaking/Language and Listening: Lesson plan and instructional modeling of how to plan for and implement speaking/language and listening across the curriculum. Teachers will receive lesson plan and instructional modeling of how to scaffold ELL Instructional Strategies into the lesson plan and differentiate instruction for ELL students across the curriculum. SY20-21 revealed instructional concerns stemming from ineffective planning.

Person Responsible Michele Regev (mregev@cadk8.org)

Ensure all teachers are working towards ESOL endorsements as needed. All teachers who are not fully endorsed will be placed on an Out of Field Waiver and monitored for compliance. The school will offer professional development using the District's BVU/LAB that is specifically designed to have a positive impact on student achievement and address the needs of all students regardless of their level of performance, minority status, language proficiency, economic status, special needs status, or any other characteristic that may impact student achievement. The school will analyze student performance data for students that fall into all of these categories and establish measurable school improvement goals that address the reduction of achievement gaps, as reported by PMRN/FAIR benchmark data, FSA ELA and Math, and ACCESS 2.0, for students within all subgroups. These goals will be reflected in the Professional

Growth Plan for the Principal as well as the School Improvement Plan

By June 2022, all teachers will have will be working towards ESOL endorsement as needed demonstrating a deeper understanding of the English language and teaching methods to effectively teach their students to master content knowledge and skills.

Person Responsible John Billingsley (jbillingsley@cadhigh.org)

Additional Schoolwide Improvement Priorities

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

During SY20-21, Championship Academy of Distinction High School was providing brick-and-mortar instruction to a range of roughly 15% to 20% of the total enrolled student population due to COVID-19. The other roughly 80% to 85% of the student population opted to attend school virtually during the pandemic. This accounts for 13 to 18 students attending for brick-and-mortar instruction during SY20-21. Consequently, the large reduction in students at the school resulted in a reduction in all student discipline data sent to the State Department of Education. The reduction in student numbers, that were physically attending school, provided more opportunities to ensure the students that were on campus were monitored and following the school's conduct protocols.

Looking at the statewide data, there were roughly 2.5 for every 100 students attending a senior high school in the State of Florida. Throughout the State of Florida, the top 3 incidents reported were Tobacco, Fighting, and Drug Use or Possession, respectively. With the full return of all students to brick-and-mortar instruction in the Fall, and as these incidents are all major concerns, CAD High will implement various programs in place to mitigate these issues in the upcoming school year. Students will receive education regarding Tobacco, Drugs, and Alcohol abuse that will inform the students of the dangerous consequences involved in the decision to use, possess or distribute Tobacco, Drugs, and Alcohol. This education will come from a number of sources including but not limited to community involvement/partnerships, local law enforcement meetings, and health education that emphasizes those problem areas. Additionally, our staff will be trained and educated on the potential signs to look for that alert us of potential drug and alcohol use/abuse. To mitigate the potential fighting incidents on campus, our SAFE Team, inclusive of our Behavior Interventionists, School SAFE Guardian, and administrative team will continuously monitor the school for potential issues that may arise. Our Behavior Interventionist will monitor the classrooms, hallways, cafeteria, and bathrooms to ensure all students are accounted for and there is no nefarious activity occurring in these areas.

In addition to the preventative measures we will have in place, CAD High will also promote a positive school environment and culture that will reward model behavior with the hopes of creating a school of model students and citizens. We will have quarterly honor roll celebrations, Student of the Week recognition, and will also have a Student Government that will assist in helping the students with self-regulation. As we know these are not the only incidents that may occur, we will be vigilant in our efforts to mitigate all activities that are not conducive to the State, District, and School Code of Conduct.

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.

The leadership team at CAD High School understands that, in a school setting, it is critically important that we celebrate and recognize the outstanding things that our school community accomplishes, both inside and out of our buildings. According to research, when students feel liked and respected by their teachers, they find more success in school, academically, and behaviorally (Lewis, Schaps & Watson, 1996). It is the goal of the leadership team to foster positive relationships with students, staff, and parents. Positive relationships that promote and celebrate motivation and kindness among all. Parents can assist in the positive school culture by being involved in student's classroom and school activities. Collaborating and communicating with teachers constantly. Participating and attending PTO meetings, and providing feedback to enhance student achievement. Community leaders can volunteer in the classrooms and at the school. They can provide workshops to prepare students for their post-secondary endeavors.

Modeling is a best practice in instruction and is key to understanding the inner workings with anything in the school building. Thus, it is important to model the behaviors we would like to see the staff and students to exhibit. School leadership and staff alike will lead by example. Students notice and can learn from our behaviors and the way we handle ourselves in daily situations. Recognition is another way in which people feel valued and we intend to apply this philosophy to all stakeholders. Providing students with positive feedback and showing them that we care speaks to the initial step of this process, building relationships and the investment in people.

We need to praise appropriately and celebrate victories; large and small. Recognition is one way in which people feel valued. As a school leader, there are a variety of ways to do this. Hand-written notes, creating a certificate, a bulletin board, a phone call home, or a school or class newsletter are all avenues will recognize students and/or staff and make them feel appreciated. Supplying students with positive feedback and showing them that you care speaks to the first portion of this process, building relationships and the investment in people. A positive school climate, many argue, is directly correlated to school success. When students feel safe, supported, respected, and valued in their environment, the foundation is set for them to learn and achieve their best.

We will create a student-centered school culture where the administration creates opportunities for students to seek leadership roles and engage them in non-traditional roles, such as using school data to enhance student social skills by creating service-learning projects for student advocacy. We will recruit students who need a boost in social skills and peer interactions, and we will create a project-based service-learning opportunity as a context for social-emotional learning. With our classroom rules and school expectations, we will have a consistent discipline plan. In addition to having the plan, the consequences will be followed

through constantly, in order to create a sense of support as well as trust. Our staff will feel supported to do their jobs and students will understand that the rules and expectations will be followed and enforced constantly. Along these lines, consequences for bad choices have been developed with the input of school stakeholders, and are fair relative to the offense.

We will create a teacher leadership program that utilizes the strengths of our staff members for school improvement. We will implement creative ways to hone in on teacher strengths and allow for collaborative teaching. Such as creating planning sessions where cross-curricular lessons are designed and implemented with fidelity. In conjunction with teacher leadership, we will use Professional Learning Communities (PLCs) to help boost the school culture. The teachers will be an integral part of the learning cycle of the school to generate growth and learning for everyone.

We will provide parent seminars, teacher training, create student-teacher partnerships and mentoring programs. All of these can model the learning cycle for students, as well as how to learn from mistakes. We intend to go beyond the traditional Parent Teacher Organization (PTO) by seeking to engage members of the community that represent diverse activities, talents, and skills. This diverse representation will consist of creating a career day that celebrates the members of the community around the school, asking parents to serve on the events committee, and asking community leaders to volunteer in the classroom. This will allow for more inclusive ownership from the community and parents. Building this relationship with the parents and community can create substantial trust between all of the stakeholders.

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

All stakeholders play an important role in the success of a school. Our school has culture within it where each stakeholder has a vital role to play. Administration, teachers, staff, students, the families of students, community members, and members of the community are an intricate part of promoting a positive environment at our school. Our leadership team knows that a positive school culture doesn't exist because of a program. It exists because of the people within the building. A shared vision indicates that school staff and students feel that they are being treated in the same manner as everyone else, regardless of their differences. That includes aides, secretary, food service, security, janitors, teachers, administrators, parents, and most importantly students (Whitaker, 2011). A building (or classroom, or district) where this culture exists is a strong foundation for positive experiences and learning to take place. CAD High School will create and sustain a positive school environment by utilizing the following components; a shared vision, be a role model, set the tone, praise, and celebrate.

Administration will determine and set the tone of the school to promote not only student success in learning, but staff success in teaching as well. Administrators will encourage the positive culture by collaborating, developing the staff, providing resources and support, transparency, management of workplace stress, and their own professional development as an administrator. It is their role to stimulate teacher efficacy by providing opportunities for teachers to work with other teachers who are experts in their field. Additionally, finding teacher strengthens and allowing them to lead PLCs and common planning among departments. Providing opportunities for student leadership roles will enhance student accountability. Developing educational programs for parents can also help involve them in their children's schooling.

Part V: Budget

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

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| 1 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | \$0.00 |
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| 2 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: Math | \$0.00 |
| 4 | III.A. | Areas of Focus: Instructional Practice: Graduation | \$0.00 |
| 5 | III.A. | Areas of Focus: ESSA Subgroup: Black/African-American | \$0.00 |
| 6 | III.A. | Areas of Focus: ESSA Subgroup: English Language Learners | \$0.00 |
| Total: | | | \$0.00 |