

Broward County Public Schools

# Championship Academy Of Distinction At Hollywood



2021-22 Schoolwide Improvement Plan

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# Championship Academy Of Distinction At Hollywood

1100 HILLCREST DR, Hollywood, FL 33021

championshipacademy.org

## Demographics

Principal: Frank Gaines

Start Date for this Principal: 9/16/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	77%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (41%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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 At Hollywood

1100 HILLCREST DR, Hollywood, FL 33021

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)
Elementary School KG-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

### School Grades History

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

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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.**

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

#### **Provide the school's vision statement.**

Championship Academy of Distinction is committed to helping students prepare for the future and providing resources to foster their success.

### 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
Gaines, Frank	Principal	Direct and manage instructional programs and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.
Joseph, Ervin	Assistant Principal	<p>The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Bilingual skills preferred. Computer skills as required for the position.</p>
Martus, Lisa	Instructional Coach	<p>Provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers; provide strategic literacy-focused mentoring and coaching to support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p>
Parris-Brown, Nicole	Teacher, ESE	<p>Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.</p>

### Demographic Information

**Principal start date**

Wednesday 9/16/2020, Frank Gaines

**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.*

13

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

2

**Total number of teacher positions allocated to the school**

25

**Total number of students enrolled at the school**

331

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

3

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

4

**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	46	51	49	63	72	50	0	0	0	0	0	0	0	331	
Attendance below 90 percent	13	21	14	10	17	11	0	0	0	0	0	0	0	86	
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	15	10	0	0	0	0	0	0	0	25	
Course failure in Math	0	0	0	0	16	9	0	0	0	0	0	0	0	25	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	15	9	0	0	0	0	0	0	0	41	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	19	24	18	0	0	0	0	0	0	0	61	
Number of students with a substantial reading deficiency	0	0	1	21	8	5	0	0	0	0	0	0	0	35	

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



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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	4	8	2	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Wednesday 9/29/2021

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

**The number of students identified as retainees:**

Indicator	Grade Level													Total
Retained Students: Current Year														
Students retained two or more times														

**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	46	51	49	63	72	50	0	0	0	0	0	0	0	331
Attendance below 90 percent	13	21	14	10	17	11	0	0	0	0	0	0	0	86
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	15	10	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	0	16	9	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	23	16	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	34	21	0	0	0	0	0	0	0	55

#### 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	12	7	0	0	0	0	0	0	0	19

#### The number of students identified as retainees:

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

## 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				62%	59%	57%	40%	56%	56%
ELA Learning Gains				71%	60%	58%	45%	57%	55%
ELA Lowest 25th Percentile				68%	54%	53%	41%	51%	48%
Math Achievement				50%	65%	63%	49%	62%	62%
Math Learning Gains				45%	66%	62%	46%	60%	59%
Math Lowest 25th Percentile				34%	53%	51%	31%	47%	47%
Science Achievement				45%	46%	53%	37%	49%	55%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	60%	-3%	58%	-1%
Cohort Comparison						
04	2021					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison		-57%				
05	2021					
	2019	69%	59%	10%	56%	13%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison						
04	2021					
	2019	39%	67%	-28%	64%	-25%
Cohort Comparison		-56%				
05	2021					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	49%	-7%	53%	-11%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready is the main progress monitoring tool for 2021-22 school year for K-5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	35%	51%
	Economically Disadvantaged	67%		
	Students With Disabilities	0%		
	English Language Learners	0%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	44%	54%
	Economically Disadvantaged	50%		
	Students With Disabilities	0%		
	English Language Learners	0%		
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	32%	46%
	Economically Disadvantaged			
	Students With Disabilities	0%		
	English Language Learners	0%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	22%	33%
	Economically Disadvantaged			
	Students With Disabilities	0%		
	English Language Learners	0%		

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	54%	46%
	Economically Disadvantaged			
	Students With Disabilities	0%		
	English Language Learners	0%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	22%	22%
	Economically Disadvantaged			
	Students With Disabilities	0%		
	English Language Learners	0%		
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	39%	33%
	Economically Disadvantaged			
	Students With Disabilities	0%		
	English Language Learners	0%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	18%	29%
	Economically Disadvantaged			
	Students With Disabilities	0%		
	English Language Learners	0%		

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	47%	41%
	Economically Disadvantaged			
	Students With Disabilities	N/A		
	English Language Learners	0%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	28%	40%
	Economically Disadvantaged			
	Students With Disabilities	N/A		
	English Language Learners	0%		
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## 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	44	43		21	21		21				
BLK	25	35		2							
HSP	52	54		22	24		30				
WHT	67			50							
FRL	46	54	31	18	15	8	20				
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	59	74	64	43	41	33	24				
BLK	56	69	70	45	35	18	43				
HSP	62	68	69	48	43	35	48				
WHT	73	86		62	62		40				
FRL	60	71	65	42	46	32	38				

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
ELL	27	39	50	47	33	17	13				
BLK	27	20		38	38		17				
HSP	41	57	52	51	52	31	41				
WHT	60	43		53	33						
FRL	35	42	45	45	41	32	34				

### 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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	93
Total Points Earned for the Federal Index	287
Total Components for the Federal Index	8
Percent Tested	94%
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
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	12
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	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students 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	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
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?

Progress monitoring data from the 20-21 school year shows a trend of increasing reading proficiency throughout all grade levels between AP1 and AP3. First grade gained 17 points from AP1 to AP3. Second grade increased by 20 points between AP1 and AP3. Third grade gained 4 points, fourth gained 11 points, and fifth grade grew by 12 points between fall and spring. While third fourth and fifth grade had an overall increase in proficiency over the course of the year, they did show a decrease between AP2 and AP3. Third grade lost 8 points, fourth and fifth grades both fell 6 points. This decreasing trend continued into our current school year according to our 21-22 AP1 data. Our current second graders fell from 51% at the end of last year to 17%. Third, fourth, and fifth grade also all had significant decreases from the end of last year. third dropped from 46% to 32%, fourth from 46% to 21%, and fifth from 33% to 18%. When we look at our ELA FSA data for our subgroups a different trend is evident from 2018 to 2019. Our ELL student proficiency increased by 32 points, and their learning gains in the lowest 25% increased by 14 points.

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

The largest areas of deficiencies in Reading in K-3 are phonics and vocabulary. As a result, comprehension across those grade levels is negatively impacted the students' low proficiency in phonics and vocabulary. Kinder and first grade have over 80% of students performing below grade level in phonics. Over 70% of second graders, 61% of third graders are deficient in phonics. Vocabulary is the biggest area of concern for grades 4-5. 74% of fourth graders and 84% of fifth graders are below grade level in vocabulary which is greatly affecting their comprehension, especially with informational text. This trend holds true for our students with disabilities and our ELLs. AP1 data shows 66% of SWD tested below grade level in phonics, and 64% of ELLs are deficient in phonics.

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

One of the major contributing factors is the pandemic and the many disruptions to learning it caused. The pace of instruction slowed significantly due to the demands of teaching students both online and in person. Students missed the final few critical months of the 2019-2020 school year. Students at home may have lacked support from their care takers. Irregular attendance for virtual students. Instruction in person was still limited due to safety guidelines in place. Interventions and services for our ELLs and SWD were conducted virtually. Targeted data driven small group instruction will need to improve and have a significant focus on phonics. Small group instruction will need to be supported by a reading specialist that pushes in to classrooms to support Tier 2 phonics interventions. A reading endorsed reading interventionist will hold pull out sessions to support the Tier 3 phonics interventions. Our lowest ELLs students will need to have extra support in and outside of the classroom. Imagine learning will be a part of our targeted support for them. Improved differentiated instruction in the classroom, higher support for teachers and their instructional practices with SWD, and an increased amount of pullout services will be needed for our ESLS students.

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

Despite there still being a concern with reading comprehension in informational text the component showed the greatest growth between AP1 and AP3 last school year. According to the progress monitoring data the school went from 32% to 47% proficiency gaining 15 points.

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

Comprehension in informational text had been a concern in the past. We focused on support within the content areas of science and social studies to help build content knowledge. This helped to provide students with appropriate prior knowledge to become more successful within informational text.

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

Strategies will need to include extended learning opportunities after school, improved data driven small group instruction supported by the reading resource teacher and interventionist, and professional development to provide the teachers with highly effective instructional strategies to improve student learning gains. Specifically, professional development for DI, explicit small group instruction, and instructional strategies for SWD and ELLs. The instructional practices and strategies for SWD and ELLs that would be addressed are how content is presented, including more interactive lessons, and differentiated final products and assessments.

**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.**

This year we will be offering several professional development opportunities for our teachers:

- B.E.S.T Standards Implementation
- Effective lesson planning
- Literacy Instruction in Content Areas
- Strategies to Improve Effective Parent -Teacher Communication
- Small group instruction/DI (including specific strategies for ELLs and SWD)

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

Additional services that will be implemented in our school:

- monthly data chats with ELA and Math departments,
- Tutoring after school
- Students services monthly meetings
- Character Education Curriculum - Monthly focus, counselors will create a video of teaching the monthly lesson.
- Imagine Learning implementation

## Part III: Planning for Improvement

### Areas of Focus:

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

An area of focus will be small group instruction using the deficit data from AP1. Our progress monitoring data shows the lowest deficiencies in phonics and vocabulary. Therefore, students who placed below grade level receive targeted small group instruction using explicit and systematic phonics instruction. A Reading Resource teacher will be pushing into all elementary reading blocks to assist classroom teachers in providing extra small group instruction with a heavy focus on phonics intervention in grades K-3 and phonics and vocabulary interventions in 4-5 grade. All Tier 3 students receive pullout intervention with our Elementary Reading Interventionist 30 minutes each day. All 3rd-5th students level 1 and 2 students from the most recent available data FSA have been placed in intensive reading blocks addition to their core reading and math classes to help close gaps of lowest achievers. Students identified by AP1 testing to have deficiencies in phonics will receive extra pull-out intervention with a Reading Interventionist for 30 minutes each day. The area of focus for instructional practices for ESOL and ESLS students will be improving the differentiated instruction within the classroom, because these students require a greater level of multisensory instruction.

**Measurable Outcome:**

By June 2022, 100% of all teachers will have completed at least one professional development in effective strategies using data driven small group instruction in the classroom including specific strategies for ELLs and SWD, demonstrating a deeper understanding on engaging students in interactive lessons to effectively increase student success, as result, 100% satisfied/very satisfied teacher survey feedback rating.

**Monitoring:**

This area of focus will be monitored through bi-weekly data analysis, weekly PLCs, monthly data chats with the instructional coach, and student monitored data tracking. Monthly classroom observations conducted by ESE and ESOL coordinators to ensure effective instructional strategies are being implemented.

**Person responsible for monitoring outcome:**

Frank Gaines (charter5361@browardschools.com)

**Evidence-based Strategy:**

The evidence-based strategy being implemented for this area of focus is the modified gradual release of responsibility model.

**Rationale for Evidence-based Strategy:**

The school will use curriculum-based intervention materials to facilitate standards-based interventions as well as supplemental resources using i-Ready Reading Online Program and Ready Teacher Tool-Box lessons for reading.

**Action Steps to Implement**

Plan and implement an effective professional development session for the teachers with a focus on differentiated instruction and targeted data driven small group instruction.

**Person Responsible** [no one identified]

Monthly data chats to review and analyze data to provide next steps for effective instruction and interventions. Monthly classroom walkthroughs to follow up data chats to ensure implementation.

**Person Responsible** [no one identified]

Monthly observations to ensure that teachers are providing accommodations, modifications, differentiated instruction for SWD within the general education classroom.

**Person Responsible** [no one identified]

Daily additional Tier 3 pullout interventions provided by a reading endorsed interventionist.

**Person Responsible** [no one identified]

Implementation of Imagine Learning for our ELL students.

**Person Responsible** [no one identified]

Weekly PLC meetings where grade level teams can collaborate on data analysis and best practices.

**Person Responsible** [no one identified]

Bi-weekly leadership meetings to discuss school wide progress on the action steps.

**Person Responsible** Frank Gaines (charter5361@browardschools.com)

## #2. -- Select below -- specifically relating to

### Area of Focus Description and Rationale:

**Measurable Outcome:**

**Monitoring:**

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

### Action Steps to Implement

*No action steps were entered for this area of focus*

## Additional Schoolwide Improvement Priorities

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

**N/A**

## 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.

In addition to the academic needs of our students, character education and social skills development is an important focus of Championship Academy of Distinction (CAD). We are confident that with our college focused and holistic aim, we will help students succeed. Students in these areas may feel defeated. Some of the students may have attended schools that are “failing,” and many have come from families struggling to survive, and thus may not be able to dedicate the time and resources necessary to focus on educational priorities.

Part of building the culture at Championship Academy will be accomplished through our commitment to help students prepare for the future by providing them resources to succeed at more than just school, but also in life. We believe when students are given the opportunity to learn about careers and map out their future, they are better able to connect coursework to the world of work and set goals for themselves. We are implementing the Destiny Career Exploration Program for the 2021-22 school-year. The program is designed to engage students in hands-on and interactive activities that cultivate their skills and interests in the world of work and allow them to Create a Path to Achieve their Dreams and Discover their Destiny.

Building a positive school culture and environment is undoubtedly predicated on student capacity to succeed, but it must also align with opportunities for teacher success. In the upcoming year, programs will be implemented to provide positive outlets for teachers through initiatives that include a Teacher Advocacy Group (TAG) and Principals Advisory Committee (PAC). TAG is a conduit to provide direct feedback to the principal on a bi-weekly basis to effect collaborative solutions to ongoing teacher concerns. This gives teachers a formal mechanism to be heard. PAC is a cross section of faculty and staff that serves as a leadership group to develop, implement and effect short, intermediate and long-term strategies for school success.

A third component in building school culture and environment is CAD's refocus on the partnership between parents, teachers and students through the PTSA. The collaboration will strengthen the bond between parents and the school and will provide incentives and resources for teachers and students to effect positive change on school culture.

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

The culture at Championship Academy of Distinction Hollywood is that student achievement is the responsibility of all stakeholders, teachers, staff, administration and volunteers as well as the students

themselves. All stakeholders will be empowered to take a role in the leadership of the school, whether it is through the school’s board of directors, accountability committee, staff teams, or students helping to form academic clubs and groups that focus on student achievement. Additionally, through the six-pronged approach to our instructional design, students will be taught specific leadership skills that they will need to be successful in their future lives, whether it is leading in a team or a corporation.

Key stakeholders include school administration, the Teacher Advocacy Group, the Principals Advisory Committee, Building Hope, Tobin Construction and the Hillcrest Homeowners Association. Each has taken a prominent role in providing resources and opportunities for growth that is already paying dividends. Also, the school is implementing a "Sunshine" committee whose sole purpose is to promote positive school culture.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00