

Broward County Public Schools

# Championship Academy Of Distinction At Davie



2021-22 Schoolwide Improvement Plan

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# Championship Academy Of Distinction At Davie

3367 N UNIVERSITY DR, Davie, FL 33024

championshipacademy.org

## Demographics

Principal: Jeffrey Dudek

Start Date for this Principal: 9/22/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<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)	72%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (47%) 2016-17: B (59%)
<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 Davie

3367 N UNIVERSITY DR, Davie, FL 33024

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)
Combination School KG-8	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	91%

### School Grades History

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

### School Board Approval

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### 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.**

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
Dudek, Jeff	Principal	<ul style="list-style-type: none"> <li>-Conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school's mission and vision.</li> <li>-Enables faculty and staff to work as a system focused on student learning.</li> <li>-Maintains a school climate that supports student engagement in learning.</li> <li>-Generates high expectations for learning growth by all students and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</li> <li>- Provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program. Match professional development with school's academic goals to support students' needs.</li> <li>-Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction and provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.</li> <li>-Supervises and appraises the performance of the school staff.</li> <li>-Defines and disseminate information about school disciplinary policies and procedures to parents, students, staff and community.</li> <li>-Promotes and maintains open communications, positive student attitudes, respects dignity, worth of staff, students, and complies with established lines of authority.</li> </ul>
		<ul style="list-style-type: none"> <li>-Employs a faculty with the instructional proficiencies needed for the school population served.</li> <li>-Identifies and cultivates potential and emerging leaders by promoting teacher-leadership functions focused on instructional proficiency and student learning.</li> <li>-Develops sustainable and supportive relationships between school leaders, parents, students and the community.</li> <li>-Actively listens to and learns from students, staff, parents, community and stakeholders.</li> <li>-Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.</li> <li>-Recognizes individuals for effective performance and communicates student expectations and performance information to students, parents, and community.</li> </ul> <p>Specific Areas of responsibility at CAD:</p> <ol style="list-style-type: none"> <li>1. Resolving student behavioral problems according to Broward County Behavior Matrix and makes final decision</li> <li>2. Head the Collaborate Problem Solving Team to coordinate the academic and behavior Response to Intervention team.</li> <li>3. Create and manage school calendar of events.</li> <li>4. Attend and support school events.</li> <li>5. Implement the Anti-Bullying Policy by educating, parent, students, and staff.</li> <li>6. Create and follow the School Wide Improvement plan.</li> <li>7. Promotes the school with PTO by highlighting student and teacher</li> </ol>



Name	Position Title	Job Duties and Responsibilities
		<p>accomplishments.</p> <p>8. Collects school data and administers data chats with staff to support Professional Learning Communities.</p> <p>9. Responsible for scheduling and conducting regular staff meetings.</p> <p>10. Monitor student learning to ensure the school's academic success.</p>
Reid, Patsy	Assistant Principal	<p>Works with the principal in carrying out the school's academic programs for elementary and middle school. Additionally, the Dean works cooperatively with the principal, office staff, students, and parents towards a positive school climate. The specifications are as follows:</p> <ul style="list-style-type: none"> <li>• Rti- Focus on the lowest 25% of students – Work with teachers to provide intervention in small groups</li> <li>• Data Chats- Set of scheduled meetings to target the lowest 25%, as well as follow-up with student data in i-ready.com</li> <li>• Assist with using standards mastery for reading and for standards mastery in math</li> <li>• Train teachers on educational software; Benchmark Universe, iready.com, thinkcentral.com mastery connect</li> <li>• Work with the counselor and ESE specialist to determine recommendations for the ESE curriculum as well as recommendations for new referrals.</li> <li>• Work with teachers to provide enrichment to advanced students</li> <li>• Work with teachers to increase parent contact/involvement.</li> <li>• Work with teachers to increase technology use in the classroom by using project based assignments, as well as, focusing on specific standards and benchmarks</li> <li>• Help facilitate PLC's</li> <li>• Help to develop a positive school culture.</li> </ul> <p>? Train staff members to develop a positive classroom climate as well as provide rigor through planning to teach to the Florida Standards.</p> <p>? Professional Development includes but is not limited to – RTi, use of technology, use of centers or differentiated instruction to provide multiple and in depth exposure, to increase student proficiency in the benchmarks.</p> <p>? Professional Development in classroom management, and the adoption of the Conscious Discipline Program and Teach like a Champion.</p> <p>? Assist in classroom observations to facilitate student proficiency- Classroom observations should be every two weeks for new staff for the first two months and include feedback through data chat. Returning teachers will receive their feedback through data chats and how the students are mastering the benchmarks.</p> <p>? Manage gradebook to ensure rigor (assignments and grades vary), relevance (standards based), and reflection (data chats)</p> <p>? Bridge and enhance a cooperative relationship between staff and administration</p> <p>? Develop and communicate procedures pertaining to students and parents. (Communication through DOJO, filling out school forms for PMP's,</p>

Name	Position Title	Job Duties and Responsibilities
		conferences, accidents, etc.) ? Train new incoming staff--
Gonzalez, Elsa	Curriculum Resource Teacher	<ul style="list-style-type: none"> <li>• Conduct classroom visits to support and mentor school teachers with reading curriculum</li> <li>• Provide feedback after classroom walkthroughs and reviewing lesson plan</li> <li>• Assists teachers and students in the classroom with small group instruction</li> <li>• Assist teachers with (Progress Monitoring Testing Points).</li> <li>• Assist teachers with interpreting data gathered from testing and classroom performance.</li> <li>• Assist teachers, Principal, ESE and ESOL Coordinators and other staff to develop and achieve educational goals.</li> <li>• Attends meetings, professional development trainings, and conferences in order to share new knowledge and instructional strategies with teachers and other staff</li> <li>• Assist teachers with MTSS and interventions for students</li> <li>• Works with instructional leaders to facilitate an after school and before school tutorial program, or any other intervention/crunch time plan in order to maximize student achievement.</li> <li>• Works with the leadership team to develop classroom and curriculum expectations</li> <li>• Provide professional development workshops to implement new curricula and instructional strategies</li> <li>• Assists the Principal on assessing textbook needs according to the BEST Standards and ordering texts that comply with the standards</li> <li>• Works with the principal to develop and implement an Rtl and progress monitoring program aligned to curriculum interventions</li> <li>• Works to ensure that teachers are provided with support and resources necessary in order to increase academic achievement</li> <li>• Model lessons</li> </ul>

## Demographic Information

### Principal start date

Tuesday 9/22/2020, Jeffrey Dudek

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

0

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

0

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

20

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

337

**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.**

7

**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	16	31	34	40	32	30	32	57	55	0	0	0	0	327	
Attendance below 90 percent	2	3	0	3	4	1	3	5	3	0	0	0	0	24	
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	1	2	0	0	0	0	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	9	16	10	0	0	0	0	38	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	11	15	12	0	0	0	0	46	
Number of students with a substantial reading deficiency	1	0	2	6	2	3	32	35	11	0	0	0	0	92	

**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	1	0	4	14	23	11	0	0	0	0	53	

**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		
Students retained two or more times	0	0	0	0	0	0	0	3	3	0	0	0	0	6	

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

Thursday 9/23/2021

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

**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				60%	58%	61%	52%	57%	60%
ELA Learning Gains				59%	58%	59%	47%	57%	57%
ELA Lowest 25th Percentile				46%	52%	54%	40%	49%	52%
Math Achievement				42%	58%	62%	54%	58%	61%
Math Learning Gains				35%	58%	59%	38%	56%	58%
Math Lowest 25th Percentile				39%	51%	52%	27%	49%	52%
Science Achievement				37%	51%	56%	40%	52%	57%
Social Studies Achievement				74%	74%	78%	40%	75%	77%

### 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	69%	60%	9%	58%	11%
Cohort Comparison						
04	2021					
	2019	52%	62%	-10%	58%	-6%
Cohort Comparison		-69%				
05	2021					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-52%				
06	2021					
	2019	66%	57%	9%	54%	12%
Cohort Comparison		-46%				
07	2021					
	2019	58%	55%	3%	52%	6%
Cohort Comparison		-66%				
08	2021					
	2019	49%	59%	-10%	56%	-7%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	66%	65%	1%	62%	4%
Cohort Comparison						
04	2021					
	2019	29%	67%	-38%	64%	-35%
Cohort Comparison		-66%				
05	2021					
	2019	40%	64%	-24%	60%	-20%
Cohort Comparison		-29%				
06	2021					
	2019	30%	58%	-28%	55%	-25%
Cohort Comparison		-40%				
07	2021					
	2019	40%	53%	-13%	54%	-14%
Cohort Comparison		-30%				
08	2021					
	2019	27%	45%	-18%	46%	-19%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	49%	-12%	53%	-16%
Cohort Comparison						
08	2021					
	2019	30%	43%	-13%	48%	-18%
Cohort Comparison		-37%				

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	74%	71%	3%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	61%	11%	61%	11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

### Grade Level Data Review - Progress Monitoring Assessments

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

Grade 1-8: i-Ready Diagnostic (3x) per year

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	59	78
	Economically Disadvantaged	4	10	16
	Students With Disabilities	0	0	0
	English Language Learners	5	10	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	58	70
	Economically Disadvantaged	6	10	15
	Students With Disabilities	0	0	0
	English Language Learners	1	6	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	52	50
	Economically Disadvantaged	0	2	2
	Students With Disabilities	0	0	2
	English Language Learners	0	0	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			



Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	58	50
	Economically Disadvantaged	9	9	9
	Students With Disabilities	0	0	3
	English Language Learners	0	0	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	29	45
	Economically Disadvantaged	7	0	9
	Students With Disabilities	0	0	3
	English Language Learners	0	1	6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	33	37
	Economically Disadvantaged	0	0	3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	46	40
	Economically Disadvantaged	0	5	5
	Students With Disabilities	0	0	2
	English Language Learners	7	10	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	67	62
	Economically Disadvantaged	10	12	17
	Students With Disabilities	0	0	0
	English Language Learners	0	2	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	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
SWD	19	47	45	5	27						
ELL	33	48	56	21	12	19		50			
BLK	47	46		23	24		8	30			
HSP	44	48	48	24	22	25	13	48			
WHT	48	61		11	19						
FRL	41	48	38	21	23	27	13	44			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	50	50	17	23						
ELL	50	53	45	35	33	36	37	64			
ASN	54			54							
BLK	62	83	92	51	37		44				

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
HSP	60	53	34	41	33	35	34	70	50		
WHT	57	59		40	44		54				
FRL	56	57	48	38	32	40	32	64	58		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	41		47	41						
ELL	30	34	33	30	29	19	15				
ASN	70			70							
BLK	57	48	60	63	43	40	31				
HSP	49	47	40	48	36	28	40	31	86		
WHT	56	44		71	38		42				
FRL	47	48	39	49	35	27	33	33	69		

### 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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
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 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	30
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	36
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	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
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?

According to the end-of-year i-Ready Reading data, the following was reflected from AP1- fall to spring AP3:

Kindergarten shows a 43% increase in students showing proficiency  
 Grade 1 shows a 55% increase in students showing proficiency  
 Grade 2 shows a 41% increase in students showing proficiency  
 Grade 3 shows an 11% increase in students showing proficiency  
 Grade 4 shows a 2% increase in students showing proficiency  
 Grade 5 shows a 9% increase in students showing proficiency

Overall, 58% of students were on or above grade level in grades K-5. Students performing at one grade level below equate to 21% and 24% are two or more grade levels below in reading proficiency.

ELL students showed an increase of proficiency from 2% to 7%. Students with disabilities showed an increase from 0% proficiency to 1% proficient school-wide. Economically disadvantaged students showed an increase from 5% to 10%.

SWD and ELL students were about 90% below grade level in reading according to 2020-2021 i-Ready progress monitoring.

Data for 2019 FSA ELA shows that the average performance for ELA 3rd grade at 69 % which was 9% higher than the district and 11% higher than the state. Grade 4 students average ELA performance was at 52 percent which was 10% lower than the district and 6% lower than the state. The average performance for grade 5 students were at 46% proficiency which is 13% lower than the district and 10% lower than the state average.

Based on the 2019 testing data, Championship Academy of Distinction at Davie had an overall Federal Index of 49%, however, there was one subgroup, Students with Disabilities that was below the 41% threshold with 32%. The ELL subgroup was above the Federal Index for 2019 at 44%.

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

Based on the i-Ready progress monitoring data, the greatest need for improvement is in grades 3 to 5 Reading. The overall placement of students on grade level for 3rd to 5th grade was 50% or below for the last assessment period.

AP3, end-of-year data indicates a deficiency in the domain of Phonics for grades K-2. Grades 3 to 5 reflects a weakness in Vocabulary and Comprehension of informational text.

Students with disabilities and ELL students continue to show major deficiencies in all domains as measured by i-Ready end-of-year progress monitoring data.

According to the FSA 2019 results, the students in grade 3-5 did poorly on the following clusters:

Key Ideas and Details  
Integration of Knowledge and Ideas

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

Reading achievement has since declined in grades 3 to 5 since remote learning was implemented in 2020, as measured by i-Ready progress monitoring. Another contributing factor is the decrease in professional development.

The action steps needed to address this improvement is to increase intervention supports for grades 3-5. Teachers will need to reinforce phonics reading skills in grades K-2. An increase in professional learning for teachers will address better instructional practices when using the Florida Standards.

The school will need to focus heavily on Florida standards implementation for a stronger ELA program. School-based collaborative problem solving teams will meet more frequently to review the students in need of additional targeted interventions. The school will need to spend more time coaching and providing classroom support on how to utilize data to drive instruction.

Analyzing data to guide instruction is essential to improving student performance. Biweekly data chats focusing on both ELA will be used to identify student performance trends, measure progress and determine strategies for teaching and learning.

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

The school was on an upward trend in reading with an 8% increase in overall ELA achievement in 2019. Students in grade 3, showed a 9 percent increase from the previous year and outperformed the district and state averages.

Progress monitoring data for K-2nd reflects a 70% or higher reading proficiency overall.

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

The school offered extended learning during the 2018-2019 school year.

The students in K-2nd had the best attendance record during the 2020-2021 school year and took advantage of the extended learning offered.

The school had more staff and provided teacher support through coaching and mentorship.

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

To accelerate learning, the school will need to implement grade-level interventions. The school will need to focus on standards-based instruction using B.E.S.T Standards for K-5.

Grades 1 and 2 will require instruction based on phonics and vocabulary.  
For grades 3-5, the school will need to implement instruction based on the five areas of reading to address foundational gaps while addressing vocabulary and comprehension needs.

**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 teachers will be provided with multiple pathways for professional development to obtain the required reading endorsement. Other professional development options will be provided to teachers and school leaders LAB (Learning Across Broward) professional development portal. School-level PLCs will also address progress monitoring data directly by focusing on providing tiered interventions and data-driven instruction.

In-house professional development opportunities will be offered to teacher on a bi-weekly basis through whole group or small group platforms.

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

The teachers will have multiple professional development opportunities to receive training using the new curriculum adopted to the B.E.S.T standards. Extended learning opportunities will be offered throughout the school year with an emphasis on reading. The school will provide new intervention resources and mentoring on best instructional practices to improve ELA academic outcomes.

### Part III: Planning for Improvement

#### Areas of Focus:



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

Based on the i-Ready progress monitoring data AP3, the highest priority in K-2 is Phonics. Kindergarten shows 27% of students are below grade level in phonics, grade 1 at 22%, and grade 2 students at 36% and an overall average of 28%. For grades 3 to 5 the critical area is vocabulary, with 52% average-performing below level. The rationale behind this area of focus stems from the science of reading. Students who lack the critical components of phonics and vocabulary will struggle with comprehension.

K-5 SWD: Progress monitoring data reflects that students with disabilities will need the same critical areas of support with IEP accommodations.  
 K-5 ESOL: Progress monitoring data reflects that ESOL students will need the same critical area of support with appropriate instructional strategies and intervention supports.  
 K-5 Economic Status: A review of the progress monitoring data reflects students receiving free or reduced lunch also need the same areas of support and identified students will require interventions.

**Measurable Outcome:**

By June 2022, the average percentage of students in K-2 scoring below grade level in phonics will decrease by 8% as measured by AP3 end-of-year average at 28%, i-Ready progress monitoring. This includes ESOL, SWD, and Free or Reduced Lunch

By June 2022 the average percentage of students in 3-5 scoring below grade level in vocabulary will decrease by an average of 15% as measured by AP3 end-of-year average of 52% i-Ready progress monitoring.

**Monitoring:**

Monitoring will occur monthly for K-5 students in their specific area of focus. The school will begin by comparing AP3 data to the current school year's AP1 i-Ready reading data. The data will drive instruction and will be monitored through progress monitoring assessment periods and professional learning groups within the school. Monthly phonics data will be collected for K-2nd grade and Vocabulary data will be collected for 3rd through 5th grade.

**Person responsible for monitoring outcome:**

Patsy Reid (preid@championshipacademy.org)

**Evidence-based Strategy:**

The evidence-based strategies being implemented for K-2 will be differentiation of Instruction. Additionally, the school will use instructional coaching for new teachers. Tiered support will be offered through MTSS for K-5, which will include small group instruction. Small group instruction will include students with disabilities, ELLs, and Free/ Reduced Lunch status, students. The school will use data to drive instruction including when implementing PLC teams.

**Rationale for Evidence-based Strategy:**

By selecting a Multi-Tiered System of Supports strategy, students will receive interventions through small group instruction. Teachers will use scripted research-based programs proven to show growth.

K-2nd Foundations and i-Ready-online and print  
 3rd- 5th REWARDS and i-Ready-online and print

By including all subgroups (SWD and ELL's) this will increase the proficiency levels on progress monitoring and state assessments.

**Action Steps to Implement**

1. Conduct Teacher-Student Data Chats for 3-5 -Classroom Teacher to conference with students

**Person Responsible** Jeff Dudek (charter5422@browardschools.com)

2. Conduct Parent-Student Data Chats for K-2- Classroom Teacher to conference with parents and students

**Person Responsible** Elsa Gonzalez (egonzalez@championshipacademy.org)

3. PLC cycles will focus on the weakest standards in grades K-2 and 3-5- All faculty and staff.

**Person Responsible** Elsa Gonzalez (egonzalez@championshipacademy.org)

4. Additional instructional professional development with ESE and ESOL staff included

**Person Responsible** Patsy Reid (preid@championshipacademy.org)

5. Purchase of additional reading resources and supplies- Administration

**Person Responsible** Jeff Dudek (charter5422@browardschools.com)

### 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.

## 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.

Championship Academy Davie will address building a positive school culture and environment by living the school vision statement, social emotional learning for teachers and students, foster a culture of resilience, communicate with and often with parents and students, recognize the staff, recognize the awesome in students positive behavior using interventions and support, remember that every positive word and action matters.

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

1. Teachers will award students of the month and those students will be given a reward
2. Students with good grades and attendance will be given awards each quarter
3. Families can participate in the following: grandparents breakfast, multicultural day, trunk or treat, open house, award ceremonies etc.
4. Various clubs are offered after school such as an art club, dance club, lego club, math club and anime club.
5. Tutoring will be given to students that need help in math and reading by teachers at certain times of the year at no cost to parents.
6. Professional development days will be offered to teachers on teacher planning days.
7. Students will be given a social emotional lesson 30 minutes per week.
8. Teachers will be given support when needed.

### 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
Total:			\$0.00