

Broward County Public Schools

Championship Academy Of Distinction At Hollywood



2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2021-22 ESSA Subgroups Represented (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*
School Grades History	2021-22: D (38%) 2018-19: B (54%) 2017-18: 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	CSI
* 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 At Hollywood

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championshipacademy.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	90%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		B	B

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SIP Authority

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Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gaines, Frank	Principal	Instructional leader oversees the daily operations of the school while ensuring successful outcomes for students in a nurturing, supportive and safe environment. Additionally, the principal is responsible for observing teacher instructional practices and provide feedback to improve teacher effectiveness. As a result of instructional teacher practices, opportunities for professional development and adult learning is implemented to enhance student achievement. The principal is also responsible for monitoring student progress through ongoing data chats, standards based lesson plan development and lesson effectiveness through classroom learning walks and observations. The principal is also responsible for recruiting and retaining effective teachers and staff to build capacity and continuity in closing the student achievement gap. Finally, the principal oversees all operational duties such as but not limited to, budget, property and inventory and building stakeholder relationships.
Joseph, Ervin	Assistant Principal	Direct and managed the implementation of professional development, extracurricular activities, recruitment and hiring, and school operations. Ensures a safe, pleasant, and effective educational atmosphere provides discipline as necessary, and enforces school policy. Oversee the character education program with opportunities for students to model exemplary character traits and social behaviors. Also serves as a member of the Support, Safety, and Leadership Team.
Martus, Lisa	Instructional Coach	To provide curriculum resources and support in the areas of Math, ELA, Science, and Social Studies. Additional job responsibilities include leading PLC's, serving as a member of the Support, Safety, and Leadership Team and assisting with other campus duties.
Johnson, Venesia	Instructional Coach	To provide curriculum resources and support in the areas of Math, ELA, Science, and Social Studies. Additional job responsibilities include leading PLC's, serving as a member of the Support, Safety, and Leadership Team and assisting with other campus duties.
Demelien, Rose	School Counselor	To create and deliver school counseling programs that improve student outcomes so that all students receive equity in the areas of academics and social/emotional development. To provide support in the form of counseling and guidance to students, parents, and staff members. Collaborate with the school's Social Worker to assist students and families. Additional job responsibilities include serving as a member on the Support, Safety, and Leadership Team, and assisting with other campus duties.
Parris-Brown, Nicole	Teacher, ESE	Serves as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Coordinates required ESE meetings and assist in developing

Name	Position Title	Job Duties and Responsibilities
		appropriate IEP's for all annual reviews and conducting the three year reevaluations and maintaining compliance. Provides explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Also serves as a member of the Support, Safety, and Leadership Team and assisting with other campus duties.
Hernandez, Jessica	Other	Coordinate and/or administer initial placement and progress monitoring assessments. Complete, maintain, and update the English Language Learner Plan (ELL) with all appropriate supporting documentation, and collaborate with designated staff to complete and document the programmatic assessment and academic placement information in each ELL Folder.

Demographic Information

Principal start date

Wednesday 9/16/2020, Frank Gaines

Number of teachers with a 2022 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 2022 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

18

Total number of students enrolled at the school

328

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	56	57	53	74	80	55	0	0	0	0	0	0	0	375
Attendance below 90 percent	25	31	17	21	24	18	0	0	0	0	0	0	0	136
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	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	28	37	15	0	0	0	0	0	0	0	80
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	36	19	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	16	1	0	0	0	0	0	0	0	17

Using the table above, complete the table below with the number of students by current grade level who have 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	2	27	37	13	0	0	0	0	0	0	0	79

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	5	26	1	1	0	0	0	0	0	0	0	34
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

Monday 8/15/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	58%	56%				62%	59%	57%
ELA Learning Gains	47%						71%	60%	58%
ELA Lowest 25th Percentile	45%						68%	54%	53%
Math Achievement	31%	54%	50%				50%	65%	63%
Math Learning Gains	44%						45%	66%	62%
Math Lowest 25th Percentile	36%						34%	53%	51%
Science Achievement	23%	59%	59%				45%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	60%	-3%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison		-57%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	59%	10%	56%	13%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	39%	67%	-28%	64%	-25%
Cohort Comparison		-56%				
05	2022					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	49%	-7%	53%	-11%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL	20	52	50	20	43	42	14				
BLK	32	43		23	42		20				
HSP	37	44	47	30	42	46	22				
WHT	73			73							
FRL	35	48	42	28	42	33	22				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	8
Percent Tested	99%
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%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FSA data shows that overall school wide achievement levels and learning gains have been steadily dropping in ELA since 2019. Math overall performance has declined from 2019, however, math learning gains of the lowest quartile have shown significant growth. Students in both math and ELA continue to perform below the district average for the past 2 years. The learning gains of our ELL and black students has grown, however SWD and economically disadvantaged students have seen a drop in learning gains.

Last year's PM data shows that fourth and fifth grade are the lowest performing grade levels in both ELA and math. 2022 PM1 data confirms that our current fifth graders continue to perform below school averages in ELA and math. Kinder-second grade show the lowest performance in phonics. Third-fifth grades greatest needs are in comprehension with informational text and geometry. Phonics showed the lowest average growth school wide over the previous year for ELA and in math third-fifth geometry.

AP3 i-Ready ELA, 57% of kinder, 54% of 1st grade, 48% of 2nd grade, 46% of 3rd grade, 78% of 4th graders, and 76% of 5th grade students placed below grade level. 2022 PM1 i-Ready, 4% of ESOL on grade level and 16% of SWD are performing on grade level.

AP3 i-Ready Math, 31% of 3rd grade, 26% of 4th graders, and 31% of 5th grade students placed below grade level. 2022 PM1 i-Ready, 11% of ESOL are on grade level and 0% of SWD are performing on grade level.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA: Kinder's largest deficits are with phonological awareness and letter sound relationships. 1st grade's largest deficits are grade level decoding and vocabulary. 2nd grade's largest deficits are grade level decoding and vocabulary. 3rd grade's largest deficits being grade level decoding and vocabulary. 4th grade's deficits are phonics and vocabulary. 5th grade's largest deficits are vocabulary and comprehension. The data component that had the biggest decline from AP1 to AP3 is comprehension with literature in 4th grade. 4th grade students went from 34% on grade level in comprehension: literature to 23% - an 11-point drop in proficiency.

The state assessments reveal that SWDs showed the greatest need for improvement the areas of key ideas and details (19% proficiency), crafts and structure (29%), and integration of knowledge ideas (25%).

According to ACCESS for ELLs, second grade students showed 0% improvement in the domains of listening and writing. Third grade had 0% growth in writing, and 7% of fifth graders showed growth in writing.

Math: 3rd grade's largest deficits are in geometry. 4th grade's deficits are in measurement and data. 5th grade's largest deficits are in algebraic thinking. The data component that had the least amount of growth geometry in 3rd grade. 2022 PM1 iReady data reveals that ELLs and SWDs biggest deficits are in numbers and operations. FSA revealed that SWD's showed the greatest need for improvement in both

reading and math. ELA score averages are key ideas and details 19%, crafts and structure 29%, and integration of knowledge ideas 25%.

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

A contributing factor to the deficits in decoding in kinder is a lack of knowledge of common consonant and vowel letter sound relationships. 1st grade is the lack of proficiency in phonological awareness and phonics. Specifically, VC and CVC words with short vowels, beginning blends, consonant digraphs and CVCe words. 2nd grade is phonics lack of understanding of r-controlled vowels, long vowel digraphs, beginning blends, and beginning digraphs. 3rd grade is a lack of proficiency in decoding two syllable words, and a lack of background knowledge necessary for grade level vocabulary. 4th and 5th grade students lack appropriate background knowledge to understand grade level vocabulary, and a deficit in knowledge of the meaning of suffixes, prefixes, and Greek and Latin root words.

The contributing factor(s) for low Mathematics performance include: Gaps in number sense and computational skills and inconsistent use of data to plan for differentiation and scaffold instruction to increase student achievement.

New actions necessary are additional PD in explicit and systematic phonics instruction using the Gradual Release model, PD in math BEST standards, increased support from the Instructional coach with progress monitoring, increased focus on reading instruction through content knowledge, and increased support for Tier 2, Tier 3, and ESOL interventions.

Among SWD's and general education students there was and inconsistency in the ELA teachers, teacher shortages attendance, a lack of consistent rigorous instruction. According to EWS for SWD's, five out of 10 students (K-2 (3) and 3-5 (2)) had attendance issues that were Moderate Chronic.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The largest gains school wide were in comprehension of informational text (+20) and literature (+15). Kinder had the largest gains in comprehension of literature. First grade had the largest gains in phonics. Second and third grade had the largest gains in comprehension of informational text. Fourth grade had the largest gains in high frequency word knowledge. Fifth grade showed the most growth in vocabulary.

According to the state assessment data SWDs showed the most improvement in reading area crafts and structure. ACCESS for ELLs shows the largest growth overall was in speaking (26% average increase) and reading (21%). 4th grade showed significant improvement (40%) in writing.

Math - the largest gains in 3-5 were in Algebra/Algebraic thinking and Numbers & Operations domains SWD's showed the most improvement in the reading area Crafts and Structure and in overall in math where the points increased by 17 points on the Math FSA from 2021 to 2022. In K-2 the results showed that SWD's improved in and maintained.

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

A plan for targeted data driven small group instruction assisted by a reading interventionist and reading resource teacher was put into place at the start of the year. Monthly data chats were used to continuously monitor the progress of students and determine any action steps needed to support struggling students. Continuous adjustments to instructional strategies were made to meet the needs of the students receiving Tier 2 and Tier 3 interventions. The reading resource teacher pushed into reading blocks to support Tier 2 instruction and all Tier 3 students received pullout intervention with our

elementary reading interventionist. ELL students in 4th grade received high quality writing instruction and support during the previous school year including targeted small groups and weekend writing camps.

Math - The contributing factors to this improvement were strategic data driven small group intervention strategy and instruction, push-in support groups, and ELO after-school tutoring. Contributing factors to improvement among SWD's were as a result of services and accommodations received, extended learning opportunities and teacher provided interventions.

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

A top priority for school wide acceleration is to promote and practice more emphasis on content knowledge using differentiated, diverse, culturally responsive instructional materials and strategies to help improve students' background and vocabulary knowledge for reading comprehension. Another focus will be more effective lesson planning and preparation. Improvements to planning and preparation will include a deeper understanding of data, BEST standards, ESOL/ESE strategies, and how to better scaffold lessons to help students reach their goals. Scaffolding will include focus on supporting higher level ESOL students with closing language acquisition gaps. Professional learning communities will be an integral component to providing teachers with the opportunities to plan and collaborate with their teams to maximize their expertise in the classrooms. The instructional coach, ESE coordinator, and ESOL contact will provide additional support within the PLCs.

Math - To accelerate learning we will ensure common planning amongst grade levels, effective planning sessions, heavy modeling and implementation of the gradual release model, and professional developing on

diving deeper into the B.E.S.T standards. Also, the school day has been extended to facilitate common planning, data chats and PLC's. More focused feedback and coaching in the areas of standards based tasks and assessments so that students meet the necessary level of mastery required by the standard.

To accelerate learning for SWD's, teachers will be utilizing differentiated instruction, use of manipulative, explicit instruction, gradual release of responsibility instructional model, small group instruction and continuation of ESE services and accommodations.

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 professional development starting with how to plan and implement the Gradual Release of Responsibility instructional model, small group instruction and interventions, differentiated instruction through student centers, using data and the BEST standards to scaffold lessons. Professional development will be hands on and interactive. It will be delivered using the Gradual Release of Responsibility model, centers, and differentiated instruction to model expectations. Each session will provide teachers with multiple opportunities to apply and practice skills learned.

Math - All teachers will receive Professional Development in the B.E.S.T standards, enVision math training, and effective small group instruction training. Professional development speaking to best practices and learning strategies for SWD's include but not limited to PLC'S, in-house interactive hands-on training and workshops, peer mentoring, and one-on-one mentoring. In addition, provision of resources and reference sheets on said topics (handouts and online resources).

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

An after school extended learning program will be offered 4 days a week to our lowest achievers. Saturday intensives for state assessed subjects will be available for additional prep for FAST testing. A math interventionist has been added to our elementary staff to support Tier 2 and Tier 3 interventions, and ESOL support. Teachers will incorporate Imagine Learning into small group and centers for ESOL newcomers. Leadership will increase classroom walk throughs for ongoing identification of high needs areas. A teacher mentorship program has been established to give new and struggling teachers additional support. A para provides additional pull-out support for level 1 and 2 ESOL students. Ongoing feedback provided to teachers on their use of differentiated instruction practices/interventions, and high-yield standards based instructional strategies

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Math

Continuous Improvement of high-quality Tier 1 instruction for grade 3-5 math.

Performance in third grade Math grew from 17% proficiency to 41% over the previous school year.

Fourth grade grew from 20% to 25% proficiency. Fifth Grade held steady from 19% to 19% proficiency. ELL achievement is at 20% which is a decline of 24 points from 2021.

Economically disadvantaged student achievement dropped 11 points to 35% proficiency.

SWD achievement dropped 20 points to 0% proficiency.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

3-5 grade proficiency levels in math dropped from 50% in 2019 to 31% in 2022, a loss of 19 points. School wide learning gains and learning gains in our lowest quartile of students has also been on the decline for the last few years. Students across grade levels and sub groups continue to perform below the district average in math. Previous year's iReady data also reveals over 65% of students performing below grade level with 36% of 4th and 5th graders performing 2 or more grade levels below.

On the FSA Math SWD's grades 3-5 overall scored at 21% in Operations, Algebraic Thinking, and Numbers in Base Ten, 25% in Numbers and Operations and 30% Measurement, Data and Geometry 30%. Savvas enVision Math will be the research based Tier 1 curriculum. enVision is aligned to the new Florida B.E.S.T. standards, includes differentiated instruction resources, and structures lessons with the Gradual Release of Responsibility model. High-quality Tier 1 instruction will be implemented within the whole group lesson at the beginning of each reading and language arts block.

The problem/gap is occurring because of the need for increased focus on rigorous standards-based instruction. Previous walkthroughs and observations of teachers by admin and the instructional leadership team combined with declining student achievement indicated the planning and delivery of lessons lacked appropriate structure and explicit instruction.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, the percentage of students scoring a level 3 or higher on the F.A.S.T. Math will increase in 3rd grade from 4% (PM1) to 35% (PM3). Students in 4th grade scoring a level 3 or higher on the F.A.S.T. Math will increase from 12% (PM1) to 40% (PM3). In 5th grade students scoring a level 3 or higher on the F.A.S.T. Math will increase from 4% (PM1) to 35% (PM3). Given instruction, modeling and use of manipulatives, SWD's will improve by 20% in solving math problems using the specified operation with 75% accuracy by June 2023.

Monitoring: Describe how this Area of Focus will be monitored for the

The leadership team (Principal, Assistant Principal, and instructional coach) will perform weekly walk throughs to identify teachers who need extra support in the instructional strategy. The data is collected in stored in one shared space to identify trends in the classroom.

Lesson plan templates complete with "I do, we do, you do" in the instruction overview portion of the template will be provided to every teacher. The instructional coach will review lesson plans

on a weekly

basis to check for evidence that The Gradual Release of Responsibility, clear learning goals, and effective

Essential Questions are embedded into lesson plans.

desired outcome.

Student achievement will be monitored with monthly iReady Growth Monitoring. Monthly data chats with leadership will provide teachers with the tools and targeted action steps for continued improvement.

ESE Specialist will provide monitoring through scheduled walkthroughs with timely and specific feedback- according to on-going progress monitoring and progress of IEPs.

Person responsible for monitoring outcome:

Frank Gaines (charter5361@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Ongoing progress monitoring, data chats with teachers, learning walks with feedback as a leadership team. Push-in groups and ELO camps will be implemented. All paraprofessionals hired under the UniSig grant will receive training in all ELA and Math Standards. Effective use of Professional Learning Communities by using assessment purposefully and analyzing readiness assessments and Unit Assessments. Ensure that all teachers collaboratively engage in mathematics unit planning to include rigorous, grade level content, purposeful practice, and remediation/enrichment. In collaboration with teachers of SWD's the ESE Specialist will regularly do observations in the classrooms to ensure accommodations are implemented and will suggest instructional strategies and best practices for SWD's.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The problem/gap is occurring because of the need for increased focus on rigorous standards-based instruction. Previous walk throughs and observations of teachers by admin and the instructional leadership team combined with declining student achievement indicated the planning and delivery of lessons lacked appropriate structure and explicit instruction. On the Math FSA SWD's 3-5 grade overall scored at 21% in Operations, Algebraic Thinking, and Numbers in Base Ten, 25% in Numbers and Operations and 30% Measurement, Data and Geometry 30%. SWD's will be included in Tier 2 & 3 interventions in small groups, extended learning opportunities in addition to services and accommodations received. In addition the ESE Specialist collaborates with teachers to ensure there is a continuum of differentiated instruction, use of reference sheets and manipulatives when possible.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Gain a deep understanding of the B.E.S.T Standards as a non-negotiable for improving student outcomes. Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Prior to teaching any lesson, instructional staff will plan with the end in mind and focus on the student task. This will be done through collaborative planning sessions with coaches and teachers (Gen Ed/ESE/ELL). After planning the lessons and discussing

possible misconceptions, teachers must observe and monitor student work to make instructional decisions based on student evidence. Student misconceptions can then be corrected with a whole class or small group reteach.

Person Responsible Lisa Martus (lmartus@championshipacademy.org)

Utilize the B.E.S.T. Mathematics Course Descriptions for planning student learning and instruction of mathematics. Purposefully plan instruction to support learning by utilizing combined standards that meet the demands of the spotlighted benchmark. Regularly assess (formally and informally) and analyze data in Professional Learning Communities to inform instruction in whole group, small group as well as one on one instruction. Strategically plan for identifying students not meeting expectations, plan targeted instruction and frequently progress monitor to adjust instruction and close the proficiency gap.

Person Responsible Lisa Martus (lmartus@championshipacademy.org)

ELL teachers will plan collaboratively to front load content, vocabulary and context to scaffold up to the rigor of the standard for our ELL and Hispanic subgroups. During collaborative planning ELL teachers will ensure classroom teachers have identified each LY student and their proficiency level.

Person Responsible Jessica Hernandez (jhernandez@championshipacademy.org)

The ESE Specialist will collaborates with teachers of SWD's to ensure there is a continuum of differentiated instruction, use of reference sheets and manipulatives when possible. This will take place during PLCs and weekly Common Planning, teachers and coaches will work together to plan standards based lessons, pull various resources to use, and create the grade level tasks needed. This will allow the teacher a clear focus for instructional delivery at each grade level and for all subgroups.

Person Responsible Nicole Parris-Brown (npbrown@championshipacademy.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Improvement of high-quality Tier 1 instruction for ELA Grades 3-5.</p> <p>Performance in third grade ELA fell from 43% proficiency to 37% over the previous school year. Fourth grade proficiency dropped from 36% to 30%. Fifth Grade proficiency dropped 48% to 36%. ELL achievement is at 20% which is a decline of 24 points from 2021. Economically disadvantaged student achievement dropped 11 points to 35% proficiency. SWD achievement dropped 20 points to 0% proficiency.</p> <p>Overall school wide ELA achievement has fallen consistently since 2019 according to state assessment data. 3-5 grade proficiency levels in ELA dropped from 62% in 2019 to 37% in 2022, a loss of 25 points. School wide learning gains and learning gains in our lowest quartile of students has also been on the decline for the last few years. Students across grade levels and sub groups continue to perform below the district average. Previous year's iReady data showed minimal growth in 4th and 5th grade proficiency levels - both grades achieving less than 10 points growth from the start of the year. Classroom walkthroughs by the instructional leadership team indicated that the planning and delivery of Tier 1 instruction lacked appropriate structure, rigor and explicit instruction that led to the decline of overall student performance.</p> <p>Benchmark Advance will be used to deliver Tier 1 instruction. It is aligned to the new Florida B.E.S.T. standards and follows the Gradual Release of Responsibility model within all instructional elements included in the program. High-quality Tier 1 instruction will be implemented within the whole group lesson at the beginning of each reading and language arts block.</p>
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, the percentage of students scoring a level 3 or higher on the F.A.S.T. ELA will increase in 3rd grade from 13% (PM1) to 40% (PM3). Students in 4th grade scoring a level 3 or higher on the F.A.S.T. ELA will increase from 21% (PM1) to 35% (PM3). In 5th grade students scoring a level 3 or higher on the F.A.S.T. ELA will increase from 18% (PM1) to 40% (PM3).

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team, including the Principal, Asst. Principal, and Instructional Coach, will perform weekly walk throughs of every classroom using a Google form to collect data and observations to identify teachers who need extra support in the instructional strategy. The Google form collects the walkthrough data from the leadership team in one shared space to better organize and identify trends in the classroom.

Lesson plan templates complete with "I do, we do, you do" in the instruction overview portion of the template will be provided to every teacher. The instructional coach will review lesson plans weekly to check for evidence that The Gradual Release of Responsibility, clear learning goals, and effective Essential Questions are embedded into lesson plans.

Student progress will be monitored with the Benchmark e-assessment unit assessments and i-Ready. Monthly data chats with leadership will provide teachers with the tools and targeted action steps for continued improvement.

Person responsible for monitoring outcome:

Lisa Martus (lmartus@championshipacademy.org)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The school will ensure the improvement of highly effective Tier 1 instruction with the use of the Gradual Release of Responsibility model, clear and concise objectives, and high-quality Essential Questions to check for understanding. Teachers will use differentiated instruction within Tier 1 to engage all populations of students in learning and address targeted deficiencies for our learners including SWD, ELLs, and economically disadvantaged students. Character education will be interwoven into Tier 1 instruction to help support our diverse learners and their leadership skills.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Previous walk throughs and observations of teachers by admin and the instructional leadership team combined with declining student achievement indicated the planning and delivery of lessons lacked appropriate structure and explicit instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will collaborate with grade level teams and leadership in data chats and PLCs to ensure effective data driven lesson planning and implementation of high-quality instructional practices. Student's individual needs will be identified early on and included in the data driven lesson planning process. Lesson plans will be required to include evidence of differentiated instruction, ESOL and ESE strategies, and scaffolded instruction for all students to achieve mastery of BEST standards. Instructional strategies will be reviewed and reflected upon in PLCs to ensure the highest quality Tier 1 instructional design for every lesson.

Person Responsible

Lisa Martus (lmartus@championshipacademy.org)

Teachers will be provided additional professional development on how to use the numerous components, resources, and planning tools in Benchmark Advance to provide effective differentiated Tier 1 instruction. Benchmark includes numerous paths for delivering differentiated Tier 1 instruction. Videos and digital

activities, varied read alouds for each week, Exploring the Arts hands-on activities, digital and hands on manipulatives, songs, reader's theater, posters and anchor charts, and educational games that can be incorporated within Tier 1 instruction. Planning tools like SEL and culturally responsive perspectives, pathways to knowledge, and the guide text complexity will also be explored to ensure differentiated instruction reaches our SWD and ELLs

Person Responsible Ervin Joseph (ejoseph@championshipacademy.org)

#3. Instructional Practice specifically relating to ELA

Improvement of high-quality Tier 1 instruction for ELA Grades K-2.

Based on the i-Ready data, The percentage of kindergarten students that are on or above grade level fell from 80% proficiency to 60% over the previous school year. First grade proficiency dropped from 50% to 45%. Second Grade proficiency dropped from 58% to 51%. ELL students that are on or above grade level 7%, SWD achievement 28% that are on or above grade level.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Kindergarten – 2nd grade students' ELA achievement has fallen steadily since 2019, according to i-Ready data. All kindergarten – 2nd grade students who scored on or above grade Level in ELA dropped from 63% in 2019 to 52% in 2022. K-2 annual growth has also been on the downfall for the past year, and yearly growth dropped from 67% to 46% proficiency levels. Students who score two to three grade levels below have been placed in intensive reading blocks in addition to their core reading classes to help close the gaps of the lowest achievers. Subgroups continue to perform below level, and teachers will incorporate research-based instructional activities into their daily lessons to differentiate instruction for all Sub groups.

Classroom walkthroughs by the instructional leadership team indicated that strategic data-driven instruction through mandatory Intensive Reading for students who score two to three grade levels below based on i-Ready data that led to the decline in overall student performance.

Benchmark Advance will be utilized to convey Tier 1 instruction, which aligns with the new Florida B.E.S.T. standards. The instruction will be supported by Wilson Foundations (K-3), Ready lesson small group lesson activities, Teachers will engage in ongoing progress monitoring that will be used to promote instructional decisions that follow the Multi-Tiered System of Support (MTSS) framework

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, 100% of all teachers will have completed at least one professional development in effective strategies using data driven small group instruction in the classroom, demonstrating a deeper understanding on engaging students in interactive lessons to effectively increase student success, as result, 95% satisfied/very satisfied teacher survey feedback rating.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

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.

Person responsible for monitoring outcome:

Ervin Joseph (ejoseph@championshipacademy.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The school will ensure the improvement of highly effective Tier 1 instruction with the use of the Gradual Release of Responsibility model, clear and concise objectives, and high-quality Essential Questions to check for understanding. Teachers will use differentiated instruction within Tier 1 to engage all populations of students in learning and address targeted deficiencies for our learners.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific 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.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish structures in PLC's & Collaborative Planning to include the following. Become familiar with the design in order to understand what students are expected to master. Teachers will meet once per week as a grade level to collaboratively plan for ELA instruction using protocols associated with high performing PLC's. Guidance from administration as well as a planning tool will be provided to ensure consistency with planning processes. Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

Person Responsible

Ervin Joseph (ejoseph@championshipacademy.org)

Ensure instructional supports are in place for all students during core instruction and independence, including supports for scholars with exceptional, English Language supports as well as extensions/more advanced texts for students above the benchmark. These supports include access to grade-level text and beyond, small group instruction based on data.

Person Responsible

Jessica Hernandez (jhernandez@championshipacademy.org)

For (SWD) subgroup Scholars will receive instruction in foundational skills necessary to engage in rigorous, grade level content by using evidence based practices. Scholars will receive scaffolded instruction in the general education classroom supported by ESE teachers.

Person Responsible Nicole Parris-Brown (npbrown@championshipacademy.org)

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Kinder: Overall, 40% of students are 1 to 3-grade levels below. High-Frequency word is the weakest component domain in kindergarten. To help increase and impact student achievement in the weakest domain. Our instructional practice in reading will be centered around student engagement, having students participate in daily word wall and flash card small group activities to provide repeated, cumulative practice for automatic recognition of high-frequency words. First: 54% of students are 1 to 3 grade levels below, and vocabulary is the weakest domain for 1st grade. To help close the gaps of the lowest achievers, we will differentiate small group instruction based on the individual weakest domain in 1st grade. We will use the guided practice model to break apart compound words, understand their meanings, and practice using them. Second: Overall, 44% of students are 1 to 3-grade levels below. Phonics is the weakest component domain in 2nd grade. Teacher model blending consonant s blends and provide practice with word building in small groups will be the focus in this domain to increase student achievement.

All kindergarten - 2nd grade students who score two- three Grade Levels below have been placed in intensive reading blocks in addition to their core reading classes to help close the gaps of the lowest achievers. Students identified by AP1 testing to have deficiencies in reading receive extra pullout intervention with a reading interventionist or 30 minutes each day. We will also differentiate small group instruction based on individual class data by domain. Additionally, we will provide systematic phonics and vocabulary instruction and increased focus on reading instruction through content knowledge.

The problem/gap is occurring due to inconsistent use of standards-based instructional best practices and inconsistent use of data (formative and summative) to plan for differentiation, intervention, and scaffolded core instruction to increase student achievement.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Performance in third grade ELA fell from 43% proficiency to 37% over the previous school year. Fourth grade proficiency dropped from 36% to 30%. Fifth Grade proficiency dropped 48% to 36%. ELL achievement is at 20% which is a decline of 24 points from 2021. Economically disadvantaged student achievement dropped 11 points to 35% proficiency. SWD achievement dropped 20 points to 0% proficiency.

The lack of appropriate background knowledge and foundational reading skills contribute to the

deficiencies in vocabulary and comprehension. Teachers will implement appropriate scaffolding of lessons to address knowledge gaps vocabulary and comprehension. We will use effective and consistent use of The Gradual Release of Responsibility instructional model. Also, additional interventions for Tier 2 and Tier 3 students will be implemented. Progress monitoring will be ongoing so data tracking is consistent and interventions goals are implemented with fidelity.

To help increase and impact student achievement, our instructional practice in ELA will be focused on fostering student engagement, having students participate in discussions so that student discourse can occur, and developing a classroom climate that is conducive to instruction/learning. We will also differentiate small group instruction based on individual class data by domain, increase high quality Tier 1 instruction with Curriculum Coaches Co-Teaching & Modeling with teachers. We will also be providing daily push-in support to focus on weakest domains as indicated on the F.A.S.T PM1 data, weekly standards-based planning sessions, and Stamina building ELA assessments. During our ELO camps we will provide intensive intervention to target the weaker reading skills as well as provide target instruction to reinforce and accelerate specific reading skills.

Additional professional development will be provided in explicit and systematic phonics instruction, increased support from the literacy coach with progress monitoring, and increased focus on reading instruction through content knowledge.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, the percentage of students scoring proficient or higher on the F.A.S.T. ELA will increase in kindergarten from 62% (PM1) to 75% (PM3). In 1st grade students scoring proficient or higher on the F.A.S.T. ELA will increase from 46% (PM1) to 65% (PM3). In 2nd grade students scoring proficient or higher on the F.A.S.T. ELA will increase from 50% (PM1) to 70% (PM3). Given instruction, modeling and a list of grade level sight words, SWD's will be able to correctly decode grade level sight word list, with 80% accuracy by June 2023. By June 2023, the percentage of ELL students placing on or above grade level in K-2 will increase from 7% to 20% as measured by iReady diagnostic assessment.

Grades 3-5: Measureable Outcome(s)

By June 2023, the percentage of students scoring a level 3 or higher on the F.A.S.T. ELA will increase in 3rd grade from 13% (PM1) to 40% (PM3). Students in 4th grade scoring a level 3 or higher on the F.A.S.T. ELA will increase from 21% (PM1) to 35% (PM3). In 5th grade students scoring a level 3 or higher on the F.A.S.T. ELA will increase from 18% (PM1) to 40% (PM3). Given instruction, modeling, graphic organizers and an instructional level text, SWD's will be able to read and demonstrate comprehension of informational text with 80% accuracy by June 2023. By June 2023, the percentage of ELL students placing on or above grade level in 3-5 will increase from 0% to 15% as measured by iReady diagnostic assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will monitor progress through results from small group interventions data, data chats, MTSS meetings, i-ready diagnostics, FAST, i-Ready Toolbox and overall ELA grades. Quarterly and yearly to track gains and overall improvement.

We will utilize our PM Database to track specific data to drive instruction. Our ongoing PM database will track all 3 F.A.S.T. PM's, as well as Benchmark Advance Unit assessments every 3 weeks. We will help teachers dive deep into their data to drive their instruction through weekly data conversations and ongoing classroom visits with feedback sessions. We will also come together as a support staff weekly to discuss our target students' progress with the interventions we have set in place.

SWD student progress will be monitored through scheduled walkthroughs with timely and specific feedback according to progress of Individualized Education Plans (IEPs). ELL student progress will be monitored using ACCESS and iReady progress monitoring data.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Martus, Lisa, lmartus@championshipacademy.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance – K-5 Tier 1 ELA
 Wilson Foundations – K-3 Tier 2 interventions
 Wilson Just Words – 4-5 Tier 2 interventions
 Reading Horizons Discovery – K-3 Tier 3 interventions
 Reading Horizons Elevate – 4-5 Tier 3 interventions
 iReady – supplemental
 Benchmark Advance Interventions – supplemental
 Imagine Learning – Beginner ELL support
 Benchmark Hello- ELL support

The curriculum materials we will utilize to reach the desired student outcomes are research based materials that have a positive track record when used with fidelity for students who require what the program is intended for.

Student progress will be monitored by the teacher with support from the instructional coach using

Benchmark Advance unit assessments. Students on MTSS will have their progress monitored using the weekly Benchmark Advance assessments.

ELO Camps will be offered to targeted students to provide them with intensive after school instruction through resources that align to the BEST ELA Standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The programs chosen are based on the latest Science of Reading research information and adheres to the tenets of Structured Literacy. Differentiation is built into the core Benchmark program including whole group and small group instruction. The intervention programs follow explicit and systematic instructional models. With Benchmark Advance, there is an emphasis on application of learning to read and write. Wilson Foundations/Just Words are multi-sensory programs that address our strategic phonics intervention needs. Reading Horizons Discovery/Elevate are research-based programs to address our intensive phonics intervention needs. Benchmark Advance and iReady are directly focused on success with the B.E.S.T. standards. Wilson and Reading Horizons can be aligned to the B.E.S.T. standards. Imagine Learning supports language acquisition for our beginner ELLs. Benchmark Hello! is an English language readiness program. Our main core and intervention programs follow the K12 Reading Plan.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Instructional coach will form a literacy committee with teachers/staff from all grade levels to analyze the 2022-2023 Reading Plan so that teachers and staff are all aware and can effectively implement the necessary strategies outlined in the Reading Plan.	Martus, Lisa, lmartus@championshipacademy.org
Instructional coach will mentor, model, and provide a co-teaching model to specific teachers who fall in the Tier 2 & Tier 3 category.	Martus, Lisa, lmartus@championshipacademy.org
Instructional Coach will assess students every 3 weeks after each Benchmark Unit is completed. From there, the data will be tracked on the Progress Monitoring database. Coach will meet with teachers to analyze their data to determine where the focus should be placed on intervention/enrichment with targeted benchmarks/standards.	Martus, Lisa, lmartus@championshipacademy.org
Engage in ongoing professional development on the implementation of the high-quality curricular materials, including norming walks for excellence, studying student responses, and robust & constructive feedback.	Joseph, Ervin , ejoseph@championshipacademy.org
The ESE Specialist will collaborates with teachers of SWD's to ensure there is a continuum of differentiated instruction, use of reference sheets and manipulatives when possible. This will take place during PLCs and weekly Common Planning, teachers and coaches will work together to plan standards based lessons, pull various resources to use, and create the grade level tasks needed. This will allow the teacher a clear focus for instructional delivery at each grade level and for all subgroups.	Parris-Brown, Nicole, npbrown@championshipacademy.org
Develop and implement an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELLs at their level of English language proficiency with ongoing feedback	Hernandez, Jessica, jhernandez@championshipacademy.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school's mission is perfectly fitting for the population it serves - Championship Academy of Distinction's mission is to foster interpersonal relationships with our parents, students, staff and stakeholders 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.

CAD uses various research-based instructional approaches to implement the educational program and employ the same research-based implementation process in alignment with the school's mission. CAD promotes an educationally conducive learning environment that promotes achievement, academic growth, social and emotional growth as well for all student learners and teachers. At the core of the educational program is character education and academic success through a holistic approach thus providing students with a comprehensive education. Research indicates there is a correlation between character development and student achievement. Students who are exposed to character education behave better, are more focused and responsible, and typically do better in school. Therefore, CAD believes providing a comprehensive character education program will enable students to become more responsible and focused, make wiser decisions, and become more dedicated to school, leading to them becoming lifelong learners. CAD has also adopted the Growth Mindset as best practices for teachers and students in an effort to foster positive social and emotional growth towards the end of achieving excellence. Leadership at CAD has seen the need for instructional support for teachers and has developed and implemented a teacher mentor program for new and teachers who have demonstrated some challenges in the classroom. In addition, leadership has made a point to conduct regular informal classroom observations to provide real time feedback, modeling and allow space for teachers to practice and improve in instructional techniques and classroom management. The goal is excellence for both teachers and students.

Every aspect of the student population is considered in programming. The ESE Specialist, ELL Coordinator and the School Counselor provide special student populations ESE, ELL, mental and social needs, homeless, etc with the support needed for keeping up with requirements of IEP's, 504s and other educational specification documents. Communication with parents and students are ongoing using various modes of print and technology such as Google Classroom, Class Dojo, Zoom, classroom surveys, social media apps, school website, Parentlink, monthly newsletters, flyers and email. Flyers are posted in our lobby and outside the school. In addition, announcements and flyers are also translated in Spanish, creole and Russian to reach our families of our population whose first language is not English.

In partnership with our local PTSA, Kinsa, local universities and colleges, local health based organizations

to name a few. CAD is growing in resources that are made available and accessible to our parents and the surrounding community such as dental products, motivational speakers, school supplies, thermometers, and workshops.

Parent Teacher conferences are designed to give parents the opportunity to understand their child's academic standing. Teachers are responsible for providing and explaining student performance data evidenced by student work samples. Parents are encouraged to attend conferences at least four times per year during the quarterly parent-teacher conference night. They also have the opportunity to schedule parent-teacher conferences before and after school.

Parents of students with disabilities receive informational events hosted by our district and local campus by the ESE Coordinator. The same information is also shared with teachers, staff and administration. Some examples of events include the new ESE Advisory Council meetings, Gifted workshops, Title I Parent Academy Trainings and Literacy/Science/Math nights. The ESOL Coordinator relays information about the ESOL Leadership Council and resources for ELL's to their families at multiple points throughout the year which include but are not limited to Open House and Parent Meetings. The council provides language support to families in understanding the educational process. The Parent Outreach Office provides services to bilingual parents, ESOL students and community organizations to ensure the integration of bilingual families into Broward County Public Schools (BCPS). Translators are available to assist parents.

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

Championship Academy of Distinction (CAD) is governed by the Board of Directors and daily operations are under the leadership of the Principal and Assistant Principal. The principal has an open line of communication with the board and informs them of any critical on-site incidents, employee termination, building/infrastructure concerns, or any other matters deemed serious. Likewise, the principal, seeks feedback from the Board as does the ESP in efforts to collaboratively make decisions in the best interest of the school.

The principal has established a Leadership/Administration Team which include the Instructional Coaches, ESE Specialist, Executive Assistant, ESOL Coordinator, Guidance Counselor, Human Resource and a Principal's Advisory Committee. The Principal's Advisory Committee (PAC) was developed to provide support and direction to the principal on matters that include but are not limited to strategic planning and school policy. PAC members analyze tasks and provide feedback to develop plans of action, implement and disseminate information to their teams.

Other valued stakeholders in addition to the Board, Teachers and staff are the students, their parent/guardians, community/business partners and the community at large. CAD understands the value of all stakeholders and welcome their input. Opportunities to provide input are by way of PTSA meetings, parent-teacher conferences, school-based events, meetings with administration and teachers, and surveys (to capture our strengths and weaknesses towards the goal of improvement). Information received from our stakeholders are highly considered when developing programs for school improvement and enrichment such as the Ace That Test Parent Academy and Parent Volunteer Dinner (honors parents who provide support in various ways to CAD. Also, when updating our instructional practices, mission, policies and procedures. We love to hear from our students who also influence what types of programs we offer such as sports, afterschool clubs, in-school events and topics to implement in character education assembly or student chats.

In and effort to continue educating Hollywood and the surrounding areas, CAD has established a network of local daycare centers who refer students to our campus. At the opposite end of the spectrum, partnerships with local businesses, colleges and universities have been established via Career Day, selected lessons

with and educational connection, and during extracurricular activities for students. These professionals provide insight to our students to help them think about possible careers and what steps to take while in elementary and middle school. The goal is to help students learn more about their interest and provide information about future education programs in middle and high school leading to college.