

Broward County Public Schools

Championship Academy Of Distinction High School



2022-23 Schoolwide Improvement Plan

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Championship Academy Of Distinction High School

3020 NW 33RD AVE, Lauderdale Lakes, FL 33311

www.championshipacademy.org

Demographics

Principal: John Billingsley

Start Date for this Principal: 9/1/2022

| | |
|--|---|
| 2019-20 Status (per MSID File) | Closed: 2023-06-30 |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2021-22 Title I School | No |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students* Economically Disadvantaged Students* |
| School Grades History | 2021-22: D (39%) 2018-19: F (29%) 2017-18: D (38%) |
| 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Championship Academy Of Distinction High School

3020 NW 33RD AVE, Lauderdale Lakes, FL 33311

www.championshipacademy.org

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 9-12 | No | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 96% |

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Academic Distinction

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

Leadership Development

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

Character and Social Skills

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

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

Provide the school's vision statement.

“Developing Champions Who Distinguish Themselves from the Competition”

School Leadership Team

Membership

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 |
|--------------------|------------------|---|
| Jackson, Dominique | Principal | <p>Serve as an instructional leader by monitoring implementation of professional development -through classroom visitations and grade level meetings, and team planning.</p> <ul style="list-style-type: none"> • Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, discipline and resolving issues. • Oversee all aspects of testing within the school. • Implement and monitor school-wide behavioral expectations and policies; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations. • Create partnerships with parents and community. • Monitor attendance trends including overseeing truancy interventions. • Implement instructional and assessment strategies by collecting and analyzing student achievement data, facilitating discussions amongst teachers and staff and planning professional development. • Address building management concerns by working with the custodial staff, office staff, and teachers and District staff including implementing school-wide safety and emergency protocols. • Collaborate and develop master schedules as well as student classroom assignments. • Plan, schedule and coordinate school projects. • Attend Special Education staffing and IEP meetings, and/or facilitate Instructional Support Team including monitoring interventions. • Meet audit requirements in the use of all funds. • Supervise student bus transportation program. • Perform other duties as assigned. • Keep up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities. • Ensure good adherence to good safety procedures. |
| Joseph, Gerard | School Counselor | <p>Conduct individual and group counseling sessions to advise and assist students with academic and vocational development.</p> <ul style="list-style-type: none"> • Evaluate students' attributes and assist them in realizing their objectives. • Develop and implement counseling strategies with contemporary methods of mentoring. • Identify behavioral problems and act appropriately to remedy the situation. • Pay attention to societal and cultural differences in all student matters. • Assess the development of students and highlight the sense of accomplishment. • Complete evaluations, analyze results and provide purposeful feedback. • Cooperate with parents, academic staff and external partners. • Arrange and schedule orientation programs and internships. • Advertise facilities and study programs to potential students. • Implement and facilitate educational and training workshops for academic staff. • Counsel students on personal, academic, and vocational problems and notify parents as deemed necessary. |

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|----------------|--|
| | | <ul style="list-style-type: none"> • Provide educational counseling to students prior to the scheduling of classes. |
| Vera, Stephanie | Teacher, ESE | <ul style="list-style-type: none"> • Provides research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP. • Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques. • Employs various teaching techniques, methods and principles of learning to enable students to meet their IEP goals. • Develops and implements annual Individualized Educational Program (IEP) plans for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals. • Schedules team meetings and works cooperatively with child study team members and others in developing instructional goals and strategies. • Coordinates the delivery of special education services in each student's IEP |
| Bryan-Sheard, Carla | Math Coach | <p>Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies as it relates to Math and Science.</p> <ul style="list-style-type: none"> • Support the development of high-quality/effective Math and Science instruction; observe and coach developing Math and Science teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology. • Work with Math and Science teachers to refine and develop common standards based pacing plans, mid-year, and end-of-year common assessments for each grade level. • Be knowledgeable and skilled in the use of the latest technology and be able to integrate it into all areas of curriculum as a delivery tool. • Evaluate subject area programs and develop prescriptive improvement plans which increase effectiveness in meeting school and system wide goals. • Work collaboratively in cross-functional teams to provide direct/indirect support to the teacher, focused on improved student achievement. • Able to modify the delivery of an interdisciplinary curriculum that is time appropriate and be able to adapt to the concept of flexible scheduling. • Promote greater understanding of curriculum across all levels. • Use curriculum and teacher coaching techniques in order to provide direct assistance to classroom teachers by coordinating, modeling, and/or teaching. • Participate in the evaluation and selection of materials and equipment appropriate to the teaching of the curriculum. • Ensure that instructional personnel is provided with technical assistance in the implementation of modified methods of instruction that reflect the philosophy that all students can learn. • Utilize knowledge of test assessment techniques to adapt, design, and implement the diagnostic-prescriptive curriculum with learning styles to meet the needs of the individual program. • Interviews and selects staff members and provides in-service training for teachers. • Analyzes data from questionnaires, interviews, and group discussions to |

| Name | Position Title | Job Duties and Responsibilities |
|------|--|---|
| | <p>ELL Compliance Specialist</p> | <p>evaluate curriculums, teaching methods, and community participation in educational and other programs.</p> <ul style="list-style-type: none"> • Directs preparation of publicity to promote activities such as personnel recruitment, educational programs, and other services. • Work closely with the principals to create schedules and lesson plans. • Keep up to date with developments in the subject area, teaching resources, and methods and make relevant changes to instructional plans and activities. <ul style="list-style-type: none"> • Modeling of direct instruction to teachers using different classrooms and school sites to facilitate instruction with the application of best teaching practices to support ELLs through explicit academic language development, vocabulary instruction, and effective sheltered instruction techniques for ELLs. • Enhancing teacher’s understanding of cultural awareness, the application of instructional strategies that optimize the learning for English Learners. Coaching teachers to apply most effective teaching tools, skills, and attitudes to increase student engagement to support a standards-based learning environment for ELLs to increase academic achievement across the content areas. • Support staff in efforts to improve student achievement of English learners • Work with the administrator(s) and teachers to communicate and support the development and implementation of staff Professional Development Plans • Facilitate meaningful professional development strategies for teachers and administrators in instruction that will impact acquisition of skills for ELLs • Provide for the development, organization and implementation of school staff development activities for teachers in alignment with the Educational Plan for ELL Student Success to improve educational practices as appropriate. • Offer instructional assistance by building on teachers’ knowledge base and increase the repertoire of teaching skills to raise academic achievement for ELLs • Use district-identified assessment tools to facilitate training of instructional staff in the use, triangulation & disaggregation of data for data-driven instructional planning • Engage teachers in collaborative and reflective classroom practices for ELLs |

Demographic Information

Principal start date

Thursday 9/1/2022, John Billingsley

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.*

1

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.*

1

Total number of teacher positions allocated to the school

8

Total number of students enrolled at the school

150

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

2

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

3

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 22 | 26 | 17 | 136 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 10 | 11 | 9 | 56 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 1 | 1 | 7 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 1 | 6 | 2 | 18 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 6 | 9 | 2 | 38 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 11 | 0 | 0 | 39 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 0 | 26 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 17 | 0 | 28 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 9 | 14 | 4 | 59 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 1 | 8 |

Date this data was collected or last updated

Thursday 9/1/2022

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 12 | 4 | 50 |

The number of students identified as retainees:

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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|--|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 12 | 4 | 50 | |

The number of students identified as retainees:

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

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 | 24% | 52% | 51% | | | | 26% | 57% | 56% |
| ELA Learning Gains | 43% | | | | | | 35% | 52% | 51% |
| ELA Lowest 25th Percentile | 62% | | | | | | 18% | 45% | 42% |
| Math Achievement | 30% | 41% | 38% | | | | 21% | 51% | 51% |
| Math Learning Gains | 43% | | | | | | 38% | 44% | 48% |
| Math Lowest 25th Percentile | | | | | | | | 43% | 45% |
| Science Achievement | 34% | 35% | 40% | | | | | 66% | 68% |
| Social Studies Achievement | 27% | 51% | 48% | | | | 36% | 71% | 73% |

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 |

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

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

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 36% | 67% | -31% | 70% | -34% |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 20% | 61% | -41% | 61% | -41% |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

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 | 27 | 50 | | 40 | | | | | | | |
| BLK | 22 | 46 | 73 | 31 | 50 | | 33 | 25 | | | |
| FRL | 24 | 44 | 62 | 30 | 43 | | 35 | 27 | | 70 | |
| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| ELL | 18 | 40 | | | | | | | | | |
| BLK | 32 | 30 | | 13 | 20 | | 25 | 16 | | | |
| HSP | 20 | 50 | | | | | | | | | |
| FRL | 18 | 20 | | 5 | 29 | | 8 | 9 | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| ELL | 8 | 8 | | | | | | | | | |
| BLK | 18 | 33 | | | | | | | | | |
| HSP | 37 | 37 | | | | | | | | | |
| FRL | 14 | 35 | | | | | | | | | |

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 | 38 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 345 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 94% |

Subgroup Data

Students With Disabilities

| | |
|---|-----|
| Federal Index - Students With Disabilities | |
| Students With Disabilities Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 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 | 40 |
| 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 | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 42 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| 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?

The trends that emerged across the grade levels was a decline in the Reading/ELA performance. It was considered below the reading proficiency standard according to the Florida Department of Education. Students in the SWD, Black-African American, and the ELL subgroups have consistently performed below the state's grade level expectations throughout Literacy. A closer look at the data indicates that there is a deficiency amid all grade levels in Literacy, more specific, Reading Comprehension. Based on the administration of the Spring 2022 FSA and EOC exams, the English Language Arts (ELA) achievement decreased from 31% to 24%. Which is significantly lower than the district's proficiency of 55%. Mathematics and Biology/Science showed an increase from the previous school year, however both subjects were lower than the district. In Math, our achievement was 30%, where the district was 51%. In Science, our achievement was 34% and the district was 49%. Approximately 65% of the students assessed can be flagged for receiving a level 1 or 2 on their ELA FSA exam. The percentage of SWD that achieved proficiency in ELA, Math, and Science was 0%. Only one ELL student was able to achieve a proficient score on the Geometry EOC according to the 2021-2022 FSA data. This makes the students more inclined to receive a similar score, if they are not provided the adequate and efficient interventions.

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

Based on the FAST PM1 data and the 2022 Spring FSA and EOC exams, ELA achievement reflects 24%. The previous school year, the achievement was 31%. This is lower than the District of Broward which had an achievement of 55%. According to the FAST PM1, 73% of the 9th graders are below the proficiency standard. 83% of the 10th graders are below the proficiency standard. The area that shows the greatest need for improvement in Literacy is "Reading Informational Text". Across the board in both 9th and 10th grade, students displayed a deficiency in the following areas: argument, central idea, structure, and purpose and perspective. Both grade levels tested below the proficiency standard, which is closely related to the deficiencies that are present among our students. During the 2021-2022SY PMRN-FAIR assessments, both 9th and 10th ELL students had 0% proficiency for the assessment periods.

Comparing the results from the FAST PM1 and the FAIR AP2, our 9th grade students scored in the 12th percentile and the 10th graders scored in the 6th percentile. This data indicates that students are having difficulty analyzing and interpreting texts, both informational and literary. The data also indicates that our students have difficulty comparing and contrasting the elements from multiple texts. The students' data indicates that they have difficulty in analyzing the author's purpose and/or perspective in a variety of texts and understand how they affect meaning and the greatest difficulty with making inferences and analyzing vocabulary relationships.

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

After reviewing the school's FAST PM1 data indicates a need for an intensive intervention program in Literacy has to be implemented with fidelity. There are several fundamental gaps that are present in several areas that are vital in the success in English Language Arts and Reading. One contributing factor is CAD High has an ELL population of 11%, and their progress monitoring proficiency percentage was 0%. The area that need to be addressed is reading informational texts. This is an overarching benchmark that includes comparing two opposing views, evaluating the central idea of the text, analyzing how the author establishes purposes and how multiply text structures convey a purpose and/or meaning in texts.

One new action that will be taken to address the need for improvement in Literacy would be the implementation of the READ 180 program for Tier 2 students and Systems 44 for out Tier 3 students. Students who are performing below 30% on the FAST PM1 will receive interventions 30 minutes per day, 2-3 times per week.

Another action would be more writing and grammar practice in all subjects. With the implementation of this cross-curricular initiative, students are able to have the same reading and writing strategies in multiple class to assist with improving their deficiencies. Staff will be trained and the students will be incentivized to increase compliance. Students will be given in class interventions to assist with SAT and ACT testing to offer assistance with passing the tests with concordant scores for graduation.

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

Based on progress monitoring and the Spring 2022 administration of the FSA and EOCs, the data components for the most improvement were in Social Studies and Math. The Social Students achievement shifted from 12% (2021) to 27% (2022). This area of improvement can be attributed to the fact that there were teachers and an interventionist doing small group pull-outs to students. The students used Rewards Social studies, which allowed them to enhance their reading deficiencies and learn social studies, simultaneously. Additionally, the Social Studies teacher was paired with the Literacy teachers to help train and implement strategies that assisted the students' deficiencies. The math data improved from 17% (2021) to 30% (2022). Students were given an intensive math class as well out pull-out interventions which can be attributed to the improvement. The students also received after school tutoring. The progress monitoring data for both math and social studies showed a vast improvement in the students that were tested for these EOCs. Based on USA TestPrep, a research-based progress monitoring tool, approximately 55% of the students that were tested showed proficiency in Algebra 1 and 40% in Social Studies.

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

The contributing factors to the improvement was the implementation of math and social studies interventions and extended day programs. Administration placed a system to verify and monitor learning. There were critical missing concepts and skills that were identified. For the 2021-2022 school year, the strategy the school utilized was diagnosing critical missed learning. This strategy helped identify any key concepts and skills that the students were missing and provide an individualized guided plan for each student based on the key concepts and skills that are missing. For the 2022-2023 school year, with the implementation of new standards, staff received district trainings. The administrative team provided in-house training to the teachers during the summer, to enhance the teachers' ability to analyze data and implement additional lessons to students to address their deficiencies.

Several strategies were implemented for our students with disabilities and our ELL students. One strategy will be the implementation of the progress monitoring tool, USA test Prep. Another strategy will

teach our SWDs how to apply strategies and skills in not just literacy and math, but all subjects. The students will be provided with test taking strategies, time management, planning, problem solving skills and how to solve both personal and academic problems. Our ELL students will receive push-in interventions to assist with translation in their home language. They are provided accommodations to help them make gains in not just literacy, but all subjects.

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

The strategies that will need to be implemented to accelerate learning would be implementing various research-based strategies to assist in accelerating learning. This will prepare the students for their post secondary educational or vocational journeys. Additionally, the Curriculum coach will work with the teachers to desegregate the data. After understanding the data, the coach will model how to find differentiated instructional materials to assist students in improving their deficiencies. Analyzing the data will allow the teachers to prioritize the standards that are required for future learning. Teachers will also have data chats with the students to explain not only what score they received, but how the activities will assist them in improving said deficiency. Doing this will provide more transparency with the students about their data. The school will also diagnose critical missed learning. This will help identify key concepts and skills that students are missing and provide them with an individualized guided plan for each student.

SWD and ELL students will be taught how to apply skills and strategies on not only math and reading, but all subjects. The skills will include: test-taking skills and strategies, how to apply effective problem-solving skills and strategies to solve academic and personal problems. SWD and ELL students will be exposed to task-completion, time-management and organizational skills and strategies, as well as how to work with peers and adults.

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

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

SWD/ELL

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

Math/Science

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

Literacy/Social Studies

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

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

Additional services that will be implemented to ensure the sustainability of improvement in the next years, would be more professional developments to enhance academic success. The administrative team will focus on monitoring the implementation of the various academic programs that were identified as playing a major role in the improvement of the key areas that are needed for success. The administrative team will also provide staff observations that will be conducted on a biweekly basis to analyze data and identify any potential areas that are in need of professional development. Teachers will be required to complete Professional Growth Plans (PGP) that will be reviewed with the Principal for approval at the beginning of the school year. CAD high will conduct Professional Learning Community (PLC) meetings that will be implemented by members of the administrative team and will occur semimonthly. Data will be the main focus of the meetings to make the staff aware of how to analyze student data to allow teachers to provide interventions and/reteaching to address student deficiencies. The staff will be aware of the data for all students including: ESE, ESOL, Tier 2, Tier 3, and ESSA subgroups students.

CAD High will also host bi-monthly Curriculum nights for the parents and students. These nights will allow the staff to explain data to parents and what they can do at home to assist their child be successful academically. This will allow parents to follow and track their student's academic progress and their graduation track.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

According to our 2021-2022 FSA data, our students performed below grade level in ELA/ Reading. Only 22% of the students were proficient in ELA. Due to the challenges presented by unforeseeable circumstances, our students will likely continue to perform below the state average. The previous school year, the achievement was 31%. This is lower than the District of Broward which had an achievement of 55%.

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

The area that shows the greatest need for improvement in Literacy is "Reading Informational Text". Across the board in both 9th and 10th grade, students displayed a deficiency in the following areas: argument, central idea, structure, and purpose and perspective. Both grade levels tested below the proficiency standard, which is closely related to the deficiencies that are present among our students. Comparing the results from the FAST PM1 and the FAIR AP2, our 9th grade students scored in the 12th percentile and the 10th graders scored in the 6th percentile. Data results from the Read 180 Reading Inventory stated that only 3% of 9th graders were proficient, and 0% of the 10th and 11th graders were proficient. This data indicates that students are having difficulty analyzing and interpreting texts, both informational and literary. The students' data indicates that they have difficulty in analyzing the author's purpose and/or perspective in a variety of texts and understand how they affect meaning and the greatest difficulty with making inferences and analyzing vocabulary relationships.

The data indicates that students in all grades, ELLs, and SWDs are performing below the 30th percentile. Data along with student course grades determines their need for intervention. A vast majority of the 9th-12th grade students will be placed in a tier 2 intensive reading course using Read 180 and the lowest 25% will be placed in tier 3 interventions using the Systems 44 program.

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

In Literacy, there will be the implementation of the READ 180 program for Tier 2 students and Systems 44 for our Tier 3 students. Students who are performing below 30% on the FAST PM1 will receive interventions 30 minutes per day, 2-3 times per week. We will also implement With the implementation of this cross-curricular initiative, students are able to have the same reading and writing strategies in multiple class to assist with improving their deficiencies. Staff will be trained and the students will be incentivized to increase compliance. With adequate instruction through Read 180 and Systems 44 we project that 75% of our seniors will make 10% learning gains on the FSA retake or an equivalent exam by Spring. Students in grades 9-11, including those in the lowest 25% will also make learning gains of 10% by the end of the 2022-2023 school year.

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

Student achievement will be monitored through FAST 3 times a year. Additionally, students will be monitored using the Reading and Phonics inventory that is imbedded in the Read 180 program. Instruction will be adjusted to address areas of student deficiencies after PM1 and the inventories. All Tier 1 students will receive instruction from the Core Curriculum, Into Literature and progress will be monitored through student grades. Tier 2 students will be monitored using the intensive reading curriculum, READ 180 and their progress will be monitored through formative assessments. In addition to receiving instruction from Into Literature and READ 180, the lowest 25% of Tier 3 students will also receive interventions using the Systems 44 program which will assess student achievement in comprehension, fluency, and phonics.

Person responsible for monitoring outcome:

Dominique Jackson (djackson@cadhigh.org)

Evidence-based Strategy:

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

All students will receive instruction using the Into Literature textbook, and they will read a district-approved textbook that will be used for independent reading as well as a novel study to be monitored with comprehension questions. In addition to providing instruction using the gradual release of responsibility model, think-write-pair-share strategy, and differentiated instruction. In conjunction with the core curriculum, tier 2 and 3 students will receive interventions using the Read 180 textbook and online platform to address their deficiencies. Students that perform below 30% on the FAST PM1 will receive interventions 30 minutes per day, 2-3 times per week using Read 180 to address their comprehension and phonics deficiencies.

Rationale for Evidence-based Strategy:

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

Data indicates that our students have difficulty in the following areas: argument, central idea, structure, and purpose and perspective. Both 9th and 10th grade students tested below the proficiency standard, which is closely related to the deficiencies that are present among our students. In addition, our data suggest that our students have not yet mastered comparing and contrasting elements from multiple texts, and have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text. The Read 180 and Systems 44 interventions will assist in address the needs of the the students aforementioned deficiencies.

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.

Tier 3 students will be identified using the 2021-2022 FSA, the 2022 AP2 data, and the FAST PM1 data. These students will be placed in two (2) intensive reading courses. In one course, the tier 3 students will work with their tier 2 peers to address their difficulty in analyzing the author’s purpose and/or perspective in a variety of text and understand how they affect meaning. As well as, comparing and contrasting elements from multiple texts, and have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text. In their second course, the students will receive intense interventions using Systems 44 to address their phonics and comprehension deficiencies.

Person Responsible

Dominique Jackson (djackson@cadhigh.org)

SWD

Students with Disabilities will be enrolled in an Intensive Reading course designed to address academic gaps and goals as determined by the IEP. This Intensive Reading course will utilize HMH Read 180 and Systems 44, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. HMH Read 180 will be utilized as an intensive intervention for SWDs based on their IEP goals/objectives and the current progress monitoring data.

SWD will be included and integrated with all remedial activities for English Language Arts in addition to ESE services prescribed in the IEP to target IEP Goals and gap skills. Staff (primarily the ESE contact) working with SWD will be provided with the IEP's and accommodations for those receiving any form of remediation or enrichment. Progress monitoring will be clearly documented using data to drive interventions.

Person Responsible Stephanie Vera (svera@cadk8.org)

ELL

ELL students will be enrolled in an Intensive Reading course designed to address academic gaps and goals that are identified in Ellevation. This Intensive Reading course will utilize Read 180 and Systems 44, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring.

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

Person Responsible Stephanie Vera (svera@cadk8.org)

The principal will conduct semi-monthly data chats to create academic goals, track the progress towards academic goals, revise or create new goals, and evaluate the outcomes of goals. There will be two separate groups for data chats. One group will focus on literacy. This data group will include the entire staff being that literacy is incorporated in all subjects. The instructional focus calendar will be used to select the standards will be implemented and focused on. The following data chat will focus on analyzing the data that supports the implementation of the standards. The other group will focus on math data. The math and science teachers and interventionists will apply the same concepts that will take place in the literacy data chat meetings.

Person Responsible Dominique Jackson (djackson@cadhigh.org)

MTSS/Rtl

Students that have not achieved proficiency (Level 3+) on the FSA ELA assessment will be placed in Intensive Reading to properly identify and target individual deficiencies that are present. The instruction will be supported by the HMH Read 180 curriculum. Close reading strategies will also be implemented in the Intensive Reading curriculum. Teachers will engage in ongoing progress monitoring that will be used to promote instructional decisions that follow the MultiTiered System of Support (MTSS) framework. Systems 44 will be utilized as a short-term intensive intervention for students who fall within the Tier 3 bracket. This intensive instruction is in addition to the core ELA and Intensive Reading courses. Progress monitoring will occur through the FAST assessment in September, January and May. Students that are still struggling while in the Intensive Reading course will be identified and recommended for an evaluation for Exceptional Student Education.

Person Responsible Stephanie Vera (svera@cadk8.org)

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

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

Based on the ESSA data, Black and African American students' subgroup reported 22% were proficient in English Language Arts and 31% in Mathematics. Due to the fact that it is below the 41% minimum threshold average, as required by ESSA, this subgroup has been identified as an area the school will be targeting. It is important to note this area is a major area of concern, as this subgroup has scored below the 41% proficiency threshold for three consecutive years. As the data indicates, the students have learning gaps that have continued to grow over the last three years.

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

The African American students' proficiency/ achievement in English Language Arts will increase from 22% to 45% and Mathematics will increase from 31% to at least 45%, as measured by Florida state-wide assessments. ELA student achievement will be monitored through FAST. Instruction will be adjusted to address areas of student deficiencies after PM1 and PM2.

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

ELA student achievement will be monitored through FAST. Instruction will be adjusted to address areas of student deficiencies after PM1 and PM2. All Tier 1 students will receive instruction from the Core Curriculum, Into Literature, progress will be monitored through student grades, FAST, and growth measure. Tier 2 students will be monitored using the intensive reading curriculum Read 180 and their progress will be monitored through Reading and Phonics inventory and student assessments administered through the reading program. In addition to receiving instruction from Into Reading and Read 180, the lowest 25% or Tier 3 students will also receive interventions using the Systems 44 program which will assess student achievement in comprehension and phonics.

Math student achievement will be monitored through USA TestPrep. All students that are retaking the Algebra 1 EOC will be enrolled in Intensive Math to address the gaps in achievement that are present amongst the student.

Person responsible for monitoring outcome:

Dominique Jackson (djackson@cadhigh.org)

Evidence-based Strategy: Describe the evidence-

CAD high will implement some culturally relevant instructional practices in the classroom that can still allow teachers to assess Florida B.E.S.T. standards. This will help increase student engagement in the content areas, but also still promote rigor in the assessments. The school will also utilize the FAST to progress monitor ELA, three times each year. We will use USA Test Prep and Khan academy to progress monitor mathematics. The school

based strategy being implemented for this Area of Focus.

will also monitor the Black/African American students by providing extended day opportunities where they will use Performance Coach workbooks. The school will also provide push in/ pull-out interventions by the instructional coaches.

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

Students in the African American subgroup need a rigorous approach in order to increase student achievement. Performance coach was designed to address the need for practical, evidence-based support for teachers and school leaders making impactful shifts to align their instructional materials, assessments, and practice to college and career-ready standards. These items will better aid students to prepare for assessments. USA Test Prep and Khan Academy also have a strong correlation for questioning and performance for state-wide assessments. Into Literature and Read 180 will also aid the students in preparing for state assessments as well. After implementing these systems, the teachers and instructional coach will have biweekly data chats to discuss the progress of each student and address any of the students' needs that have not been met in the Black/ African-American subgroup. USA test prep and Khan Academy have a strong correlation for questioning and performance for state-wide assessments.

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.

Champion Academy of Distinction High will implement an extended day opportunity through camps where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and use of high-frequency vocabulary. Students will not only be provided with instruction in the areas they are deficient, but test taking strategies as well. The primary focus of these Extended Day camps will be to focus on FAST, EOCs, ACT/SAT, and College Entrance assessments. These Extended Day Opportunities will occur during the week for one hour after regular school hours October and lasting through April. On Saturdays from 8:00 am-12:00 pm (starting in February- May) students will be provided with strategies to assist them on the FAST, EOCs, SAT, and ACT.

Person Responsible Dominique Jackson (djackson@cadhigh.org)

The teachers work with the instructional coaches to analyze prior FSA, FAIR, USATestprep data by domains, diagnostic data, and any other trends from prior years for the students in this subgroup. Current progress monitoring data will also be analyzed. Teachers will spend the Professional Study days and common planning to generate warm-ups on foundational deficiencies. Teachers will work together to implement the weakest areas in their lessons to ensure we are taking a multi-faceted approach to target these areas. We would break down each standard and gradually teach and assess them. We will also review and institutionalize a standards tracker for teachers to display in their classroom, as well as one for students to maintain in their student work folders.

Person Responsible Carla Bryan-Sheard (cbryan-sheard@cadhigh.org)

SWD

SWDs will made aware of their responsibilities to monitor their own progress. The ESE teacher will consult with students and push in to their classes to teach and model for SWD task-completion, time-management and organizational skills and strategies, as well as how to work with peers and adults. The students will be enrolled in an Intensive Reading course designed to address academic gaps and goals as determined by

their IEP. This Intensive Reading course will utilize HMH Read 180 and Systems 44, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. HMH Read 180 will be utilized as an intensive intervention for SWDs based on their IEP goals/objectives and the current progress monitoring data. SWD will be included and integrated with all remedial activities for English Language Arts in addition to ESE services prescribed in the IEP to target IEP Goals and gap skills.

Person Responsible Stephanie Vera (svera@cadk8.org)

ELL

ELL students will be enrolled in an Intensive Reading course designed to address academic gaps and goals that are identified in Ellevation. This Intensive Reading course will utilize Read 180 and Systems 44, a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. Teachers will translate student assignments into their native language and provide heritage dictionaries. Teachers will utilize instructional strategies that include: vocabulary word maps; interactive/student generated word walls; instruction in different levels of content-specific words; read from a wide variety of texts; and affix or root word activities.

Person Responsible Gerard Joseph (gjoseph@cadhigh.org)

#3. ESSA Subgroup specifically relating to English Language Learners

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

ELLs are a vastly growing part of the population at Championship Academy of Distinction High, however, they are a minority subgroup and can easily fall through the cracks. As evidenced by the data, CADHS fell short in providing the best equitable systems for this subgroup. In the 2018-2019 school year, the ELL student population had learning gains of 8%. In the 2020-2021 school year, their ELA achievement was 18% and their learning gains increased from 8% to 40%. In the most recent ELA FSA administration, the 2021-2022 school year, the ELL students obtained a ELA achievement of 27%. Due to the fact that it is below the 41% minimum threshold average, as required by ESSA, this subgroup has been identified as an area the school will be targeting. During the 2021-2022 school year their math achievement was 40%. The ELL students did not have math achievement data in the 2019-2020 or 2020-2021 school years.

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

The ELL student ELA achievement will increase from 27% to at least 45%. This will prevent the students from being flagged as an ESSA subgroup, as measured by the Florida state-wide assessments by the year 2023. We look to see ELLs learning gains increase from 50% to 65%, as measured by the Florida statewide assessments. The school has a designated ESOL coordinator who is responsible for developing and updating all students' ELL plans, keeping a record of parental contact, and maintaining ELL program record folders. Students in the ESOL program are required to meet the same curriculum standards as other students in English/Language Arts and content area instruction. The school provides ESOL strategies, supplementary materials, and native language assistance to ensure that comprehensible instruction is being provided to every ELL student. The school follows established state and federal guidelines and procedures for identification, placement, screening, and classification of ELL.

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

Administrators will monitor the instructional practices of teachers through FCPCS evaluations, classroom walkthroughs, and data analysis. Administrators will review lesson plans; conduct classroom observations; conduct data chats with teachers; and monitor all Professional Developments. Administrators and the curriculum coach will monitor during the reading and ELA block, to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities meetings will be held twice weekly. FAST assessments will be administered (initially, midyear, and end-of-year) and the data will be utilized to monitor progress, to adjust instruction, and to adjust learning strategies. Students will also be monitored using the READ 180 Reading and Phonics inventories.

Person responsible for monitoring outcome:

Stephanie Vera (svera@cadk8.org)

Evidence-based Strategy:
Describe the evidence-based strategy being

Certified ESOL teachers/trained interventionists will provide push-in instruction to Tier 2 and Tier 3 students. Push-in instruction allows students an opportunity to remediate reading deficiencies, build literacy skills, demonstrate their knowledge based on the teaching, and receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students to accomplish as well as receive professional development in literacy. Teachers will create a variety of entry points to ensure that students' differing abilities, strengths, and needs are all taken into

implemented for this Area of Focus.

consideration. The push in intervention groups will consist of 2-4 students. Students will receive interventions using the Read 180 and Systems 44 program.

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

Data indicates that our students have difficulty in analyzing the author's purpose and/or perspective in a variety of texts and understand how they affect meaning. In addition, our data suggest that our students have not yet mastered comparing and contrasting elements from multiple texts, and have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text. The Systems 44 and Read 180 programs will assist in addressing the needs of the students' aforementioned deficiencies. Students will continue developing their comprehension of content-area vocabulary, as well as organizing textual information in means for the ELLs to best understand the concepts and content being taught in their English-based assignments. However, as evidence on the ACCESS test, listening and speaking were two of the weaker domains and we will need to ensure these skill sets are targeted.

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.

Speaking/Language and Listening standards will be integrated across the curriculum. Lesson plans for each subject will have to reflect at least 1 speaking and 1 listening standard being assessed for each lesson or unit being taught. The departments will identify the project themes. Students will be given one project to present to assess their speaking and listening standards each semester. Coaches and the ELL coordinator will audit lesson plans for the integration of speaking/listening across the curriculum. Struggling teachers will be assigned to observe teachers who demonstrate proficiency in speaking/listening across the curriculum during their planning block. Proficient teachers will share best practices during PLCs. Principals will look for evidence of integration of speaking/listening during observations.

Person Responsible Dominique Jackson (djackson@cadhigh.org)

Teachers will utilize instructional strategies such as student generated word walls, instruction in different levels of content-specific words, reading from a wide variety of texts, prefix/affix/root word activities, and Frayer model word maps. This will provide the students with guided practice and explicit instruction in recognizing word relationships, identifying multiple meaning words, the study of antonyms and synonyms, and recognizing examples and non-examples of word relationships. Teachers will frequently monitor all ELL students frequently to provide necessary interventions to help strengthen their listening, speaking, and vocabulary skills.

Person Responsible Stephanie Vera (svera@cadk8.org)

Students will be assessed by their ELL teachers through ACCESS 2.0 to best determine their ELL levels and their needs to reach English Language Acquisition. Student performance will be monitored carefully to ensure that any deficiencies that stem from a language barrier and not a possible learning disability. Teachers will utilize the WIDA can-do descriptors to measure each ELL student's understanding. Teachers and interventionists will provide the administration team and ELL teacher the information.

Person Responsible Stephanie Vera (svera@cadk8.org)

Championship Academy of Distinction High will implement an extended day opportunity through camps where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and use of high-frequency vocabulary. The primary focus of these Extended Day camps will be to focus on FAST, EOCs, ACT/SAT, and College Entrance assessments. These Extended Day Opportunities will occur during the week for one hour after regular school hours starting in October and lasting through April. ELL students will also be provided tutoring on Saturdays from 8:00 am-12:00 pm starting in February and lasting through April. In both sessions, students will be provided instruction in their heritage language to assist with deficiencies as well as test taking strategies to assist with FAST and EOC assessments as well as ACT/SAT to possibly obtain a concordant score needed for graduation.

Person Responsible Dominique Jackson (djackson@cadhigh.org)

English Language Learners will be enrolled in an Intensive Reading course designed to address academic gaps that are present within the student. This Intensive Reading course will utilize HMH Read 180 and Systems 44 a research-based curriculum, designed to improve deficiencies that have been identified through progress monitoring. Systems 44 will be utilized as an intensive intervention for ELLs based on their academic goals for English Language Proficiency and the current progress monitoring data. This reading program has specific strategies embedded to assist non-fluent Level 1 and 2 students.

Person Responsible Dominique Jackson (djackson@cadhigh.org)

#4. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus****Description**

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

During the 2021-2022 school year a major problem was student attendance. Out of the 136 students enrolled, 56 had attendance below 90%. That equates to 41% of our student population having attendance below 90%. 36% of 9th graders, 45% of 10th graders, 42% of 11th graders, and 56% of the 12th graders had an attendance rate below 90%. These numbers display a need for interventions to be implemented to improve student attendance.

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

By the 2022-2023 school year, CAD high school will increase the percentage of students attending school to at least 90% and it will be measured by the period 3 FTE survey.

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

The Student Services Coordinator will monitor the students' attendance for school and the extended day programs through TERMS on a weekly basis. The leadership team will request a report and meet with students to check-in to determine if they are present or not. Monthly CPST meetings will be conducted to develop and execute action plans for students identified as habitual absentee students.

BASIS will be used to identify any students that have exhibited a pattern of truancy and one or more retentions in their academic experience. Students who have exhibited these traits tend to be more susceptible to academic regression. The Pinnacle grading system will be used to collect current grade, participation, and attendance data for each student. We will utilize this data to compare students' current grades and attendance with the previous school year's (2021-2022) grades and attendance.

Person**responsible for****monitoring****outcome:**

Gerard Joseph (gjoseph@cadhigh.org)

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

CAD High will focus on developing a positive school culture, to bridge the deficiencies. We will implement frequent progress monitoring, mentoring, and advisement as well as increased academic support. We will also implement recruiting people from the community to become involved in the school and ask them to provide educational and essential resources. Our students also need to have a sense of belonging and having school be a safe place to learn. We will provide quarterly incentives to students based on attendance, GPA, and progress monitoring data to assist with creating a positive school culture while promoting attendance.

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

In previous years, parents have been called, letters have been sent home in the mail, and formally and informally met with students in regards to their attendance, course performance and assessment data. These methods were not effective as evidenced by our attendance data. These methods did not seem to motivate the students to attend school. CAD High will need to promote a positive culture where the students can feel appreciated and want to come to school.

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.

CAD high will provide enhanced outreach to the parents/guardians of the students identified as habitually absent. After 3 consecutive absences, we will contact the parents via telephone. After 3-5 absences we within the academic quarter we will contact the parents via a telephone call/text and an email. After 10 or more absences within an academic quarter will result in a phone call to parents, an email, and a certified letter to their home address that requires a signature. If the aforementioned attempts at communicating the importance of attending school are unsuccessful, CAD high will attempt administrative home visits to ensure all students not meeting adequate progress are accounted for.

Person Responsible Gerard Joseph (gjoseph@cadhigh.org)

The administrative team will take opportunities to incentivize student compliance and participation in the initiatives created. Student will be recognized in front of their peers and teachers on a quarterly basis with awards for their achievement based on GPA, attendance records, and progress monitoring. For the students who have truancy issues, the principal will provide them with lunch on a monthly basis if they have perfect attendance.

Person Responsible Dominique Jackson (djackson@cadhigh.org)

The Pinnacle grading system will be utilized to collect the current grade, participation, and attendance data for each student. We will utilize this data to compare students' current grades and attendance with the grades and attendance from the previous school year (2021-2022). BASIS will be used to identify any students that have exhibited a pattern of truancy as well as one or more retentions in their academic experience. Students that exhibit these traits tend to be more susceptible to academic regression.

Person Responsible Gerard Joseph (gjoseph@cadhigh.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 leadership team at CAD High School understands that, in a school setting, it is critically important that we celebrate and recognize the outstanding things that our school community accomplishes, both inside and out of our building. According to research, when students feel liked and respected by their teachers, they find more success in school, academically, and behaviorally (Lewis, Schaps & Watson, 1996). It is the goal of the leadership team to foster positive relationships with students, staff, and parents.

CAD high will offer evening events every other month for parents to provide resources and support containing information on how they can assist their child with disabilities. Parents will also be given information and resources that the district and community provides that can assist them with their child with disabilities. Our ELL students and parents will be offered the opportunity to share their culture and heritage with the school at CAD High's heritage night. Students will create a presentation about their culture and present it to other students and their families to learn about all of the different cultures at our school.

We will create College campus tours for eligible students to attend. This will include not only local colleges, but technical schools as well. We will create partnerships with Broward college and Atlantic technical to have dual enrollment partnerships. Parents can assist in the positive school culture by being involved in student's classroom and school activities. Participating and attending PTO meetings, and providing feedback to enhance student achievement. Community leaders can volunteer in the classrooms and at the school. They can provide workshops to prepare students for their post-secondary endeavors.

The school staff will lead by example, because students notice and can learn from our behaviors and the way we handle ourselves in daily situations. Providing students with positive feedback and showing them that we care speaks to the initial step of this process, building relationships and the investment in people. We need to praise appropriately and celebrate victories; large and small.

We will create a student-centered school culture where the administration creates opportunities for students to seek leadership roles and engage them in non-traditional roles, such as using school data to enhance student social skills by creating service-learning projects for student advocacy. We will advocate for students to create clubs, events, and fundraisers that will help boost moral around the school and the community. We will recruit students who need a boost in social skills and peer interactions, and we will create a project-based service-learning opportunity as a context for social-emotional learning. As a school leader, there are a variety of ways to do this. Hand-written notes, creating a certificate, a bulletin board, a positive phone call home, or a school or class newsletter are all avenues will recognize students and/or staff and make them feel appreciated. Supplying students with positive feedback and showing them that you care speaks to the first portion of this process, building relationships and the investment in people. When students feel safe, supported, respected, and valued in their environment, the foundation is set for them to learn and achieve their best.

We will create a teacher leadership program that utilizes the strengths of our staff members for school improvement. We will implement creative ways to hone in on teacher strengths and allow for collaborative teaching. Such as creating planning sessions where cross-curricular lessons are designed and implemented with fidelity. We will use PLCs to help boost the school culture.

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

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

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

Championship Academy of Distinction High school realizes that all stakeholders play a vital role in the success of the school. Administration, teachers, staff, students, the families of students, and community members all play an intricate role in promoting a positive environment at our school. Our community and leadership teams understands that our positive culture does not exist because of a single program. It is possible because of the people in the building and the surrounding community. We have a mutual agreement and vision that the staff along with the students that everyone is treated equally and with respect.

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