Championship Academy Of Distinction At Hollywood School

2023-24

Schoolwide Improvement Plan (SIP)

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Championship Academy Of Distinction At Hollywood

1100 HILLCREST DR, Hollywood, FL 33021

championshipacademy.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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.
Johnson, Venesia	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.
Schwartz, Maria	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 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.

Name	Position Title	Job Duties and Responsibilities
Bonilla, Guillermo	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Initial meetings were hosted by the school leadership team in order to get feedback from the faculty, staff, parents, and stakeholders. The meetings promoted open discussion by enabling participants to express their opinions, concerns, and goals for the school's improvement. Through surveys and meetings, the school leadership team made sure that all stakeholders actively participated, ensuring that a wide range of viewpoints were taken into consideration. Key topics and priorities that served as the SIP's foundation emerged after a careful review of the submitted information. The goals, strategies, and action steps were then revised in response to stakeholder input to reflect the shared vision of the entire school community. This inclusive approach fostered a sense of ownership and commitment among stakeholders, strengthening the SIP's effectiveness and the overall school improvement process.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school will gather academic assessments, attendance, and other student achievement data. Low-income students, students with disabilities, English language learners, and students from diverse ethnicities will be disaggregated. Trends, patterns, and improvement areas will be identified by analyzing collected data. It will identify students who are not meeting academic benchmarks and have the biggest achievement gaps. Regular progress monitoring will be conducted to track the implementation of the SIP and measure its impact on student achievement. This may involve assessing the effectiveness of instructional strategies, interventions, and professional development programs. The school will evaluate the effectiveness of the strategies and interventions outlined in the SIP. This evaluation will be based on evidence-based practices and research. The school will assess whether the implemented strategies are yielding the desired outcomes and making progress towards closing the achievement gaps. Teachers, administrators, parents, students, and community members will participate in monitoring. SIP efficacy and areas for development will be assessed through regular meetings, questionnaires, and feedback systems. The school will update the SIP based on data, progress monitoring, evaluation findings, and stakeholder input. Revisions will ensure continued progress. New strategies will fill gaps and replace ineffective ones. Teachers and staff will receive ongoing professional development to assist SIP implementation and revision. They'll learn how to use evidence-based practices effectively and support students with diverse needs.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	19	32	29	22	14	29	0	0	0	145
One or more suspensions	0	0	0	2	1	6	0	0	0	9
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	5	20	14	21	10	37	0	0	0	107
Level 1 on statewide Math assessment	0	8	17	15	15	41	0	0	0	96
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	13	21	11	25	0	0	0	73

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	3	13	21	24	15	40	0	0	0	116

Using the table above, complete the table below with the number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	3	9	7	2	5	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	25	31	17	21	24	18	0	0	0	136
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	28	37	15	0	0	0	80
Level 1 on statewide Math assessment	0	0	0	0	36	19	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	16	1	0	0	0	17

The number of students by current grade level that had two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	2	27	37	13	0	0	0	79

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	1	0	5	26	1	1	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	25	31	17	21	24	18	0	0	0	136
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	28	37	15	0	0	0	80
Level 1 on statewide Math assessment	0	0	0	0	36	19	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	16	1	0	0	0	17

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	27	37	13	0	0	0	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	5	26	1	1	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	56	53	37	58	56	45		
ELA Learning Gains				47			50		
ELA Lowest 25th Percentile				45			31		
Math Achievement*	32	62	59	31	54	50	19		
Math Learning Gains				44			17		
Math Lowest 25th Percentile				36			12		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	15	48	54	23	59	59	20		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	75	59	59	69			93		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	212
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	33	Yes	2	
AMI				
ASN				
BLK	25	Yes	2	1
HSP	42			
MUL				
PAC				
WHT	76			
FRL	40	Yes	2	

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	39	Yes	1	
AMI				
ASN				
BLK	32	Yes	1	
HSP	42			
MUL				
PAC				
WHT	73			
FRL	39	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			32			15					75
SWD												
ELL	21			24			7				5	75
AMI												
ASN												
BLK	29			18			7				4	
HSP	36			33			8				5	75
MUL												
PAC												
WHT	76			76							2	
FRL	38			32			10				5	71

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	37	47	45	31	44	36	23					69
SWD												
ELL	20	52	50	20	43	42	14					69
AMI												
ASN												
BLK	32	43		23	42		20					
HSP	37	44	47	30	42	46	22					64
MUL												
PAC												
WHT	73			73								
FRL	35	48	42	28	42	33	22					65

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	50	31	19	17	12	20					93
SWD												
ELL	44	43		21	21		21					93

					2020-21 ACCOUNTABILITY 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**	**ELP Progress**
AMI												
ASN												
BLK	25	35		2	0		0					
HSP	52	54		22	24		30					92
MUL												
PAC												
WHT	67			50								
FRL	46	54	31	18	15	8	20					93

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	29%	56%	-27%	54%	-25%
04	2023 - Spring	38%	61%	-23%	58%	-20%
03	2023 - Spring	41%	53%	-12%	50%	-9%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	45%	62%	-17%	59%	-14%
04	2023 - Spring	41%	65%	-24%	61%	-20%
05	2023 - Spring	24%	58%	-34%	55%	-31%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	13%	46%	-33%	51%	-38%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to state assessments the data component that showed the lowest performance is comprehension. 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 are grade-level decoding and vocabulary. 4th grade's deficits are phonics and vocabulary. 5th grade's largest deficits are vocabulary and comprehension. The state assessments reveal that only 8% of SWDs were proficient in the ELA assessment. Third grade 33% scored level 1 and 67% scored a level 2. Fourth grade 67% scored a level 1 and 33% scored a level 2. In Fifth grade 80% scored a level 1 and 20% scored a level 4. The greatest need for improvement is Reading Informational Text.

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 the 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.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that had the greatest decline from the prior year is comprehension with informational text in second grade. Second grade students went from 37% on grade level in comprehension: literature to 13% resulting in a 24-point drop in proficiency. A large contributing factor to the regression in comprehension is the deficit in phonics and vocabulary knowledge. More specifically a lack of understanding of r- controlled vowels, long vowel digraphs, beginning blends, and beginning digraphs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is 3rd grade Reading Informational Text. 33% of our students were not proficient compared to the state in which 19% were not proficient. 4th grade also showed a gap in Reading Informational Text. 20% of our students were not proficient compared to the state in which the 13% of the students were not proficient. 5th grade Reading Across Genres. 47% of our 5th grade students were not proficient compared to the state in which 24% of the students were not proficient.

Which data component showed the most improvement? What new actions did your school take in this area?

The component that showed the largest improvement from PM1 for the school was phonics. Phonics had a 20-point gain in proficiency since the start of the year. Targeted interventions were a large contributing factor to the improvement in phonics. Struggling students received additional interventions through push

in and pull-out sessions each week. These additional sessions were specifically tailored to address the exact deficits in phonics throughout all grade levels.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data an area of concern is the percentage of students with low attendance. 27% of the elementary students have attendance less than 90%. The school has and will continue to encourage student attendance by following our school-wide procedures. Homeroom teachers will contact the parents of students who have missed more than one day of instruction per week and log record of communication. Parents of students who have two or more absences a month will be contacted by the school's counselor and/or administration to determine what inhibits the student from attending school and to provide suggestions to help
the parents resolve the student's attendance issues. Students with chronic absences will meet with the counselor to determine if the absences are related to student experiences or concerns. Another area of concern is the number of students achieving Level 1 on the state assessment. 22% of 3-5 grade students scored a level 1. Students who score a level 1 receive additional interventions within the classroom, in pull-out sessions, and are invited to participate in our extended learning opportunities. These students will receive intensive test prep during crunch time with the addition of FAST study camps.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Student Achievement and Academic Performance: This includes initiatives to enhance curriculum quality, teaching methods, and student support systems to improve academic outcomes.

2. Teacher Professional Development: Investing in teachers' professional growth can lead to more effective classroom instruction and overall student success.

3. School Safety and Well-being: Prioritizing the safety and well-being of students and staff through measures like improved infrastructure, mental health support, and anti-bullying programs.

4. Technology Integration: Implementing technology effectively in education can enhance learning experiences and better prepare students for the digital world.

5. Parent and Community Engagement: Establishing strong partnerships with parents and the local community can foster a supportive learning environment and help address the diverse needs of students

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 stayed steady at 62% proficiency compared to the previous school year. First grade proficiency dropped from 46% to 42%. Second grade proficiency dropped from 51% to 42%. ELL students that are on or above grade level 13%, SWD achievement 33% that are on or above grade level.

Kindergarten – 2nd grade students' ELA achievement has fallen steadily since 2020, according to i-Ready data. All kindergarten – 2nd grade students who scored on or above grade Level in ELA dropped from 60% in 2020 to 49% in 2023. 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 Subgroups.

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 Fundations (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 2024, 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:

Venesia Johnson (vjohnson@championshipacademy.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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: Venesia Johnson (vjohnson@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

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: Guillermo Bonilla (gbonilla@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

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)

By When: Beginning September 2023 (ongoing).

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improvement of high-quality Tier 1 instruction for ELA Grades 3-5.
ELA scores improved from 34% in 2022 to 35% in 2023 on the state assessment. The proficiency levels for both 3rd and 4th grades improved from 2022 to 2023, with 3rd grade increasing by 4 percentage points (37% to 41%) and 4th grade increasing by 9 percentage points (30% to 39%). However, there was a decline in proficiency in the 5th grade, dropping by 8 percentage points (36% to 28%) during the same period. ELL achievement is at 12% which is a decline of 8 points from 2022. SWD achievement increased 8 points to 8% proficiency.

State assessment data indicates a decline in ELA overall since 2019. ELA competency for grades 3-5 dropped 2 points from 37% in 2022 to 35% in 2023. For several years, school-wide and L25 student learning gains have declined. Students across grade levels and sub groups continue to perform below the district average. Compared to this year's AP3 data, each grade's i-Ready competency decreased. 4th grade 78% placed below grade level. 76% of 5th grade placed below grade level. 3rd grade 46% placed below grade level. The instructional leadership team found that Tier 1 instruction lacked organization, rigor, and explicit instruction, which lowered student performance.

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.

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

By June 2024, the percentage of students scoring a level 3 or higher on the F.A.S.T. ELA will increase in 3rd grade from 41% to 50%. Students in 4th grade scoring a level 3 or higher on the F.A.S.T. ELA will increase from 39% to 50%. In 5th grade students scoring a level 3 or higher on the F.A.S.T. ELA will increase from 28% to 35%.

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

The leadership team, including the Principal, Assistant 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:

Maria Schwartz (mschwartz@championshipacademy.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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: Maria Schwartz (mschwartz@championshipacademy.org)

By When: Beginning October 2023 (ongoing).

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: Venesia Johnson (vjohnson@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data review, our school will implement the target element of differentiation. This area was selected based on the results of Learning Gains of the Lowest 25% in both ELA and Mathematics. The fact that these students are struggling indicates a gap in their understanding and application of fundamental concepts. By identifying the specific areas where each student is struggling, teachers can customize their teaching methods to address those weaknesses. This personalized approach enhances engagement and comprehension, which can lead to improved learning outcomes. The data from the 2023 FAST assessment provides concrete evidence of the current performance levels of students in grades 3-5 in ELA and Mathematics. With only 36% of students reaching proficiency in ELA and 37% in Mathematics, it's evident that a considerable portion of the student population is not meeting the desired standards. This underscores the urgency of intervention to improve these numbers. The decision to focus on differentiation is based on solid data analysis. This approach ensures that interventions are not arbitrary but grounded in evidence. Regular monitoring and assessment of progress can help educators make informed adjustments and modifications to their instructional strategies.

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

The specific measurable outcome that the school plans to achieve through the implementation of differentiation is to increase the proficiency rates of students in grades 3-5 who fall within the lowest 25% in both ELA and Mathematics. The objective is to raise the proficiency rate in ELA from the current 36% to a target of 50% and the proficiency rate in Mathematics from the current 37% to a target of 55% by the end of the academic year. This outcome will be assessed through the administration of the next cycle of the FAST assessment, and the progress will be tracked and analyzed to determine the effectiveness of the differentiation strategies and interventions implemented.

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

The Leadership Team will conduct data chats after each B.E.S.T. Progress Monitoring assessment & i-Ready diagnostic at the end of each quarter. The data collected from formative assessments will be analyzed at regular intervals, such as monthly or quarterly, to identify trends and patterns. This analysis will allow teachers to determine the effectiveness of the differentiation strategies and make any necessary adjustments based on the outcomes observed. Data chats will be held to discuss the progress of individual students and groups, sharing insights and collaborating on best practices. The Leadership Team will conduct daily classroom walk-throughs with specific lookfors to ensure differentiated instruction is successful. Data trackers will be implemented and reviewed during data chats. Additionally, students in need of interventions will be targeted.

Person responsible for monitoring outcome:
Venesia Johnson (vjohnson@championshipacademy.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated Instruction is an essential component for effective teaching that involves providing instruction to all students at their instructional level and at grade level with scaffolding. It is used to ensure all students can learn at their own level while still providing them opportunity to gain knowledge at grade level text or topic. Student abilities are recognized and not ignored to help students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers will employ a tiered approach, offering a range of activities and resources to address varied learning styles, paces, and skill levels within the target student group. Differentiation strategies may include small-group instruction, personalized learning pathways, targeted skill-building exercises, and scaffolded assignments that gradually increase in complexity. These strategies aim to provide struggling students with the necessary support and challenges to bridge learning gaps and promote mastery of key concepts. Ongoing formative assessment data will guide the selection of appropriate interventions, ensuring that each student's progress is tracked and that instructional adjustments are made as needed. By tailoring instruction based on evidence-driven methods, the school aims to empower each student to achieve proficiency in both ELA and Mathematics, ultimately contributing to the attainment of the established measurable outcomes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

ELA & Math teachers will attend weekly collaborative planning sessions with the Instructional Coach to plan utilizing the Pacing Guide and other resources that ensure plans for Differentiated Instruction include grade level scaffolded lessons. Determine specific learning goals, areas of improvement, and targeted interventions for each student.

Person Responsible: Maria Schwartz (mschwartz@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

Results of Progress Monitoring ELA assessments and Math Topic Assessments will be discussed during weekly Leadership Team meetings to review trends in benchmarks and strands and how to best scaffold instruction and maintain student engagement during DI
sessions. Identify students within the lowest 25% in ELA and Mathematics. Create a targeted list of students who will benefit from differentiated instruction.

Person Responsible: Maria Schwartz (mschwartz@championshipacademy.org)

By When: Leadership team meetings will take place each week beginning in August 2023 (ongoing).

Data chats will be implemented to monitor the effectiveness of DI and core instruction. Teacher data chats with the administrative team will take place once every quarter to discuss i-Ready data, Topic Assessment data, Progress Monitoring ELA data, and results of F.A.S.T. PM1 assessments.

Person Responsible: Venesia Johnson (vjohnson@championshipacademy.org)

By When: The first data chat is scheduled for November 2023 until PM3 and AP3.

The administrative team will complete walkthroughs to ensure consistent systems for DI are in place throughout all grade levels.

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

By When: Beginning September 2023 (ongoing).

During collaborative planning sessions, teachers will select student end product to provide corrective & explicit feedback in student workbooks, journals, and/or intervention assignments.

Person Responsible: Maria Schwartz (mschwartz@championshipacademy.org)

By When: Beginning October 2023 (ongoing).

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data showcases the complexity of academic and behavioral challenges faced by students across different grade levels. To address these issues effectively, the school should focus on enhancing attendance rates, providing targeted subject-specific support, implementing interventions for reading deficiency, and crafting comprehensive strategies for students with multiple indicators.

Attendance appears to be a concern, as a significant portion of students in multiple grades are absent for 10% or more of school days. This can impact students learning continuity and overall engagement. K-2 eighty (80) students are absent for 10% or more and in grades 3-6 sixty five (65) students are absent for 10% or more.

In terms of academic performance, a noteworthy number of students are struggling in specific subjects. For instance, a considerable number of students in grades 3-5 are experiencing difficulties in Language Arts and Math courses as opposed to grades K-2. This emphasizes the need for targeted support and interventions in these subjects.

Proficiency levels in English Language Arts (ELA) and Math are also a concern, with a substantial portion of students performing at Level 1, indicating lower proficiency. This underscores the necessity of tailored instruction to address individual skill gaps.

A significant proportion of students are identified as reading deficient, which could potentially impede their comprehension skills across various subjects. Grades K-12 sixteen (16) students have been identified and in grades 3-5 fifty seven (57) students have been identified. Targeted reading intervention programs could be valuable to improve overall literacy.

Retention rates in certain grades are evident, indicating that some students have been held back. It's vital to understand the reasons behind repeated retentions and develop strategies to provide these students with the necessary support to catch up.

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

The number of students with one or more suspensions by grade level will decrease from 18 to 10 in one year. The number of students with a course failure in ELA or Math will decrease from to . The number of students scoring a level 1 on the FAST ELA will decrease from 68 to 50.

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

A designated EWS team comprising administrators, teachers, counselors, and support staff will collaborate to oversee the monitoring effort. Regular data collection will occur at predetermined intervals, such as quarterly or mid-term assessments. The team will analyze the data to identify trends and patterns in the indicators, paying specific attention to the reduction in students falling into the "Indicators 2+" category.

To ensure accurate tracking, the EWS team will establish a baseline using the initial data provided and subsequent data collection points. Progress towards the desired outcome will be measured by calculating the percentage reduction in students with two or more indicators compared to the baseline data. These

calculations will be shared and discussed among the team members during scheduled meetings, fostering a data-driven decision-making process.

Person responsible for monitoring outcome:

Rose Demelien (rdemelien@championshipacademy.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

EWS focuses on addressing the needs of students with two or more indicators of risk. This intervention is grounded in research that highlights the significance of early identification and support for students facing challenges that could hinder their academic progress.

Attendance: school has implemented a comprehensive attendance monitoring system that tracks students' attendance regularly. Through consistent communication with parents and guardians, the school emphasizes the importance of consistent attendance.

Reading deficiencies: school identifies students with reading challenges using validated assessments. These assessments guide the development of a structured reading intervention program tailored to the needs of each student. The program encompasses targeted reading exercises, additional reading materials, and individualized tutoring sessions to enhance students' reading proficiency.

Behavior support: school analyzes suspension data to identify common behavioral issues and patterns. Drawing from positive behavior support frameworks, the intervention aims to create a nurturing school environment where students' social-emotional development is nurtured.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collecting and analyzing the most relevant and predictive data in order to identify student outcome problems, understand the root causes of student outcome problems, and select, implement, and evaluate the impact of
intervention supports on improving student outcomes is critical. As such, developing and utilizing an EWS within a larger RtI framework is essential to prevent academic skill deficits and disengagement from occurring in the first place and to more effectively respond to these issues when they occur. By concentrating efforts on those with two or more indicators, the school can allocate resources more efficiently and effectively, ensuring that interventions are targeted where they are most needed. This approach not only enhances the school's ability to provide tailored support but also acknowledges the diverse challenges that students might face, from academic struggles to behavioral concerns.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Implement a school-wide attendance monitoring system. Establish regular communication with parents regarding the importance of attendance. Provide incentives for consistent attendance, such as recognition or rewards.

Person Responsible: Rose Demelien (rdemelien@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

Identify students with reading deficiencies using assessments. Develop a structured reading intervention program for identified students. Provide additional resources, such as reading materials or tutoring, to support struggling readers.

Person Responsible: Maria Schwartz (mschwartz@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

Regularly monitor attendance records to track improvements in absenteeism. Keep records of reading intervention activities and assess students' progress in reading proficiency. Track changes in the number of suspensions and analyze the effectiveness of behavior support strategies.

Person Responsible: Rose Demelien (rdemelien@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process of reviewing school improvement funding allocations and ensuring resources are allocated based on needs involves several systematic steps to enhance educational quality. Firstly, a comprehensive assessment of the school's performance, student demographics, and existing resources is conducted. This assessment helps in identifying areas that require improvement and the specific needs of diverse student populations. Subsequently, a collaborative planning phase ensues, involving school administrators, teachers, parents, and community members. This stage focuses on setting clear goals and priorities aligned with the identified needs.

Once priorities are established, a data-driven approach comes into play. We will then collect and analyze data on student achievement, attendance, behavior, and teacher effectiveness to make informed decisions regarding resource allocation. This data-driven process ensures that funding is directed to interventions that have proven effective in addressing identified needs. Moreover, an equitable distribution of resources is emphasized, taking into account the varying needs of students, such as economically disadvantaged students or English language learners.

Transparency and accountability are vital throughout the process. School improvement plans and funding allocations are communicated to stakeholders, fostering buy-in and promoting a shared sense of responsibility for student success. Regular reviews and evaluations are scheduled to assess the impact of allocated resources and adjust strategies as necessary. Additionally, continuous professional development for educators is provided, enabling them to implement evidence-based practices effectively.

Finally, the process of reviewing school improvement funding allocations and ensuring needs-based resource allocation involves a cyclical approach of assessment, collaborative planning, data-driven decision-making, equitable distribution, transparency, and ongoing evaluation. This comprehensive approach aims to enhance educational outcomes and provide all students with the necessary support to thrive academically and personally.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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 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 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
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. §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?

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We disseminated the School Improvement Plan (SIP), the UniSIG budget, and the Schoolwide Plan (SWP) to various stakeholders. Firstly, a dedicated section on the school's website will host downloadable PDF versions of the SIP, UniSIG budget, and SWP, ensuring easy access for stakeholders including faculty, staff, students, and parents. In addition, a targeted email communication will be sent to all relevant stakeholders, providing them with direct links to the documents and highlighting key points. To engage a wider audience, a Title I meeting, Parent Night, Parent-Teacher conference will be organized, wherein school leadership will present the key components of the SIP, UniSIG budget, and SWP. This interactive session will allow stakeholders to ask questions and gain a deeper understanding of the strategic initiatives. We utilized social media platforms, such as Facebook and Instagram, to share updates and key points from the plans regularly. We sent email updates and text alerts to parents, staff, and other stakeholders via Parentlink whenever there were significant updates to the plans. We placed flyers in prominent areas within the school, featuring key highlights from the plans.

https://www.hollywood.championshipacademy.org/apps/pages/index.jsp?uREC_ID=223813&type=d

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school is dedicated to fostering positive relationships with parents, families, and other community stakeholders as an integral part of fulfilling its mission, supporting student needs, and ensuring parents are well-informed about their child's progress. To achieve this goal, the school has devised a comprehensive plan that encompasses various initiatives and strategies.

The school actively encourages open communication and engagement with parents and families. Regular parent-teacher conferences are scheduled throughout the academic year to provide an opportunity for parents to meet with teachers to discuss their child's academic performance, and address any concerns. These conferences are seen as crucial platforms for strengthening the parent-school partnership and understanding the specific needs and aspirations of each student.

The school organizes parent nights where parents can actively participate and learn about the school's curriculum, teaching methodologies, and ways to support their child's learning at home. These events not only enhance parent-school collaboration but also create a sense of community and belonging.

To ensure transparency and keep parents informed about their child's progress, the school utilizes technology effectively. A user-friendly online platform is in place, providing parents with access to their child's academic records, attendance, and any relevant updates. Regular emails and newsletters are sent out to parents, summarizing important school news, upcoming events, and academic milestones. Additionally, the school maintains an active presence on social media, where it shares student achievements and highlights various school initiatives, further involving parents in the school community.

Recognizing the significance of community stakeholders, the school actively collaborates with local organizations and businesses to create partnerships that benefit students and the community alike. These partnerships can involve mentorship programs, internships, and community service opportunities, providing students with valuable real-world experiences and fostering a sense of civic responsibility.

https://hollywood.championshipacademy.org/apps/
pages/?type=d&uREC_ID=544934&pREC_ID=1046910

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school intends to invest in professional development for teachers. By organizing training sessions and sending teachers to conferences, teachers will remain current on the most recent teaching strategies, technology integration, and subject-specific developments. This will allow teachers to deliver more engaging and effective lessons, thereby enhancing the quality of learning overall.

The school is dedicated to reducing class sizes. Smaller class sizes facilitate improved interactions between students and teachers and allow teachers to provide individualized attention to each student. This approach fosters a supportive learning environment in which students are encouraged to actively participate and seek clarification on complex topics, resulting in enhanced academic performance.

In addition, the school intends to integrate technology into the learning process. Students will have access to a wealth of information outside of the classroom by incorporating interactive learning platforms, educational applications, and online resources. This blended learning approach not only increases learning time, but also accommodates various learning styles, thereby fostering a more inclusive and efficient education system.

Additionally, the school intends to implement extracurricular programs that supplement the academic curriculum. By providing a variety of extracurricular activities and electives, such as science clubs, speech and debate, coding, and community service projects, students will be able explore their interests and develop essential skills outside of the traditional classroom setting. These activities not only foster a sense of belonging but also a passion for lifelong learning and holistic development.

The school intends to implement advanced placement courses and enrichment programs to further accelerate the curriculum. These opportunities will challenge academically gifted students and allow them to delve deeper into subjects of interest, preparing them for future educational endeavors that are more rigorous.

In addition, the school will form partnerships with local businesses, universities, and research institutions in order to provide internship and mentoring opportunities to high-achieving students. These real-world experiences will give students a glimpse of professional life and motivate them to excel academically.

Lastly, the school will actively solicit feedback from students, parents, and the community in order to continuously evaluate and enhance the academic program. Regular assessments and surveys will aid in identifying areas for improvement and ensuring that the curriculum is in line with the changing requirements of students and the labor market.

By implementing these initiatives, the school is committed to bolstering its academic program, increasing learning time, and providing an enriched and accelerated curriculum that fosters students' intellectual development and equips them to flourish in a world that is rapidly changing.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				$51,870.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5361 - Championship Academy Of Distinction Hollywood	UniSIG	1.0	$51,870.00
			Notes: Charter school will be reimbursed the salary for one Certified ELA Teacher to support Tier 1 ELA Instruction for K-2 students. (Salary and fringe). August 2023 to June 2024.			

2	III.B.	Area of Focus: Instructional Practice: ELA				$51,870.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5361 - Championship Academy Of Distinction Hollywood	UniSIG	1.0	$51,870.00
			Notes: Charter school will be reimbursed for the salary of one Certified ELA Teacher to support Tier I instruction for 3rd - 5th grade students. (Salary and Fringe). August 2023 to June 2024.			

3	III.B.	Area of Focus: Instructional Practice: Differentiation				$31,919.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5361 - Championship Academy Of Distinction Hollywood	UniSIG	1.0	$31,919.75
			Notes: Charter School will be reimbursed for the salary of a Highly Qualified Paraprofessional to support lowest 25% in ELA and Math in grade K-5. (Salary and Fringe)			

4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$11,899.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5361 - Championship Academy Of Distinction Hollywood	UniSIG		$11,899.00
			Notes: Charter school will be reimbursed for site license rethink Ed Rethink Behavior PD component $9000 Rethink Wellness Bundle Student Access $1,800 Virtual Live $750 Total: $11,550.00			
					Total:	$147,558.75

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes