

Broward County Public Schools

Championship Academy Of Distinction Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Championship Academy Of Distinction Middle School

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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	<p>The role of the School Principal is to provide instructional leadership for all educational programs at the school in order to maintain a safe and nurturing learning environment. The School Principal also prepares and manages the school's budget including keeping an accurate inventory of the school's assets. The Principal must also read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws. The Principal must use effective interview techniques, coaching procedures, and evaluation procedures to ensure instruction takes place at the highest level of rigor to prepare students in a 21st century learning environment. The Principal must enforce collective bargaining agreements, use effective public speaking skills, group dynamics, and interaction and problem-solving skills. In doing this, he/she must maintain a sensitivity to multicultural issues, perceive the impact of a decision on other components of the organization and then communicate effectively, both orally and in writing, and through the use of technology. Finally, the School Principal must be able to and analyze and use data to make necessary changes to instruction to promote teaching and learning throughout the year.</p>
Johnson, Venesia	Assistant Principal	<p>The main role of the Assistant Principal is to assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community. The Assistant Principal is an instructional leader responsible for all curriculum and instructional strategies by ensuring that all educators in the building are displaying an understanding of current educational trends, research and technology. The Assistant Principal is also responsible for the communication of school information, goals, student learning and behavior expectations to all customer groups using effective communication techniques with students, teachers, parents and all community stakeholders.</p>
Boboc, Delia	Instructional Coach	<p>The Instructional Coach's responsibility is to provide personalized support that is based on identified needs of individual teachers and differentiated supports that fosters the growth and development of teachers. In addition to strategic content- focused mentoring, the coach will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. In addition, the coach will plan to work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers to better understand science concepts and related materials. Additional job responsibilities include leading PLC's, serving as a member of the Support, Safety, and Leadership Team and assisting with other campus duties.</p>
Gordon, Ashley	School Counselor	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		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.
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.
Sokolova, Olga	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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	59%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* 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: C 2019-20: B 2018-19: B 2017-18: D
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	0	0	0	0	0	0	89	104	81	274
One or more suspensions	0	0	0	0	0	0	2	9	9	20
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	7	8	26
Course failure in Math	0	0	0	0	0	0	8	7	5	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	42	55	49	146
Level 1 on statewide Math assessment	0	0	0	0	0	0	56	45	66	167
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	8	12	8	28

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	8	3	11	22
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

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

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

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 school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0

The number of students identified retained:

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

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*	41	53	49	43	54	50	48		
ELA Learning Gains				54			52		
ELA Lowest 25th Percentile				57			54		
Math Achievement*	32	56	56	30	41	36	32		
Math Learning Gains				62			29		
Math Lowest 25th Percentile				74			26		
Science Achievement*	23	50	49	45	52	53	28		
Social Studies Achievement*	61	67	68	46	63	58	53		
Middle School Acceleration	42	70	73	59	51	49	28		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	85	42	40		74	76	69		

** 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)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	284
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	9
Percent Tested	100
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	26	Yes	2	1
ELL	48			
AMI				
ASN				
BLK	35	Yes	1	
HSP	52			
MUL				
PAC				
WHT	42			
FRL	47			

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	37	Yes	1	
ELL	45			
AMI				
ASN				
BLK	52			
HSP	51			
MUL				
PAC				
WHT	55			
FRL	49			

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	41			32			23	61	42			85
SWD	19			14				46			3	
ELL	33			17				58			4	85
AMI												
ASN												
BLK	32			26			21	61			4	
HSP	46			35			24	64	57		6	84
MUL												
PAC												
WHT	50			33							2	
FRL	40			32			20	63	47		6	80

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	43	54	57	30	62	74	45	46	59			
SWD	18	53	55	19	40							
ELL	28	51	67	26	62	80	17	25				
AMI												
ASN												
BLK	40	61	67	22	65	70	55	37	54			
HSP	45	50	57	33	61	73	36	50	56			
MUL												
PAC												
WHT	57	58		45	60							
FRL	37	50	57	22	59	73	41	41	62			

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	48	52	54	32	29	26	28	53	28			69
SWD												
ELL	36	55	63	31	38	29	14	53				69
AMI												
ASN												
BLK	40	45	55	17	14	30	29	62				
HSP	51	55	54	39	33	20	28	50	27			67
MUL												
PAC												
WHT	73	64		50	67							
FRL	45	51	55	28	27	26	23	47	24			

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
07	2023 - Spring	34%	49%	-15%	47%	-13%
08	2023 - Spring	32%	49%	-17%	47%	-15%
06	2023 - Spring	32%	50%	-18%	47%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	29%	54%	-25%	54%	-25%
07	2023 - Spring	33%	51%	-18%	48%	-15%
08	2023 - Spring	43%	46%	-3%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	19%	38%	-19%	44%	-25%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	48%	13%	50%	11%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	64%	-13%	66%	-15%

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. 6th, 7th, and 8th grade's largest deficits are with Comprehension and Vocabulary. Contributing factors to the low performance in comprehension include limited background knowledge,

lack of reading strategies, and deficit in vocabulary. Contributing factors to the low performance in vocabulary are the low proficiency in deducting the meaning of unfamiliar words and the need to expand high-utility academic language vocabulary. The state assessments reveal that only 10% of SWDs were proficient in the ELA assessment. The overall lowest performing domain is Comprehension of Informational Text with an average of 27% of students on grade level. In 6th grade 44% scored level 1, 24% scored level 2, 13% scored level 3, 15% scored level 4, and 5% scored level 5. In 7th grade 51% scored level 1, 21% scored level 2, 16% scored level 3, 12% scored level 4, and 4% scored level 5. In 8th grade, 67% scored a level 1, and 33% scored a level 3. The greatest need for improvement is Reading Informational Text.

According to the AP3 Mathematics diagnostic the biggest overall concern is Geometry with 21% students on grade level. In addition, in Algebra and Algebraic Thinking 27% of the students are on grade level. Meanwhile, in Measurement and Data 31% of the students show grade level proficiency. Also in Numbers and operation students in grades 6-8 exhibit a 26% grade level proficiency. The contributing factor to low performance in mathematics last school year was the students lack of solid mathematical foundational skills such as fluency and problem solving skills.

Moreover, according to the PM3 Mathematics assessment in 6th grade the lowest performance is in Geometric Reasoning, Data Analysis, and Probability and 5% of the students scored level 3 or above. In 7th grade the lowest performance is in Proportional Reasoning and Relationships, and 11% of the students scored 3 or above. In 8th grade the lowest performance is in Geometric Reasoning, and 12% of the students scored a level 3 or above.

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 was comprehension of literature in 8th grade. 8th-grade students went from 45% on grade level in comprehension: literature to 29% resulting in a 16-point drop in proficiency. A large contributing factor to the regression in comprehension is the limited exposure to daily independent reading across curriculums and the lack of teachers reading endorsed. Other contributing factors to low-performance comprehension include the deficit in vocabulary and reading fluency about rate, accuracy, and flow. Another contributing factor to the need for improvement is low skills in phonics, vocabulary, and text comprehension. Another contributing factor is low proficiency in math skills like utilizing operations to solve math problems, applying measurement and data skills, low understanding of geometry, and gaps in applying algebraic thinking. New actions to address these needs include explicit instructions in vocabulary, and comprehension skills; small group instructions to target specific phonics, vocabulary, fluency, and comprehension strategies. Another contributing factor is low proficiency in English language. English is the language used to provide instruction in and assess academic content, thus, given the school's large ELL population, there needs to be improvement on English language proficiency. To address this factor, ELLs will need to be provided with support systems in their language of heritage and strategies that align with their ELL plans. Those with low English proficiency will need to continue receiving support for their vocabulary-acquisition skills. ELL students will also benefit from small, tiered, and effective reading instructions that target vocabulary acquisition and comprehension of various text genres. One more contributing factor was the teacher turn-over and lack of teaching experience. The school will provide effective mentoring and enroll inexperienced teachers in effective, evidence-based professional development. Moreover, teachers will be required to pursue completing their ESOL and Reading Endorsements.

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 6th grade Reading Across Genres & Vocabulary. 95% of our students were not proficient compared to the state in

which 75% were not proficient. 7th grade also showed a gap in Reading Informational Text and Reading Across Genres and vocabulary. 87% of our students were not proficient compared to the state in which 79% of the students were not proficient in Informational Text, while 86% of our students were not proficient compared to the state in which 78% of the students were not proficient in Reading Across Genres & Vocabulary. 8th grade showed a gap in Reading Across Genres and vocabulary. 91% of our 8th-grade students were not proficient compared to the state in which 79% of the students were not proficient.

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

The data component that showed the most improvement when compared to PM1 data is Reading Across Genres and Vocabulary. 6th Grade in PM1 was at below 50%, at PM2 below 52%, and at PM3 below 32%. While 7th Grade was in PM1 below 47%, PM2 below 47%, and PM3 below 33%. And 8th Grade was in PM1 below 50%, PM2 below 49%, and PM3 below 37%. To foster improvement in these domains the following actions took place: extra reading and math scheduling, I-Ready growth monitoring, one-on-one and small group interventions, extra reading and math scheduling were some contributing factors to this improvement. Some new actions that the school took included providing intensive, one-on-one interventions (MTSS) to students that scored two or more grade-levels below, also known as Tier III. Students on Tier III were assessed every week, while those that were one-grade level below on their reading and math scores were assessed every two weeks to evaluate their progress on the identified gaps in reading skills. Weekly to monthly assessments showed student growth in identified reading and math areas. All students with disabilities were provided one-on-one interventions along with the accommodations on their IEPs. Opportunities were provided in the classroom for ELL students to receive their accommodations and this contributed to reading improvement. Teachers used electronic devices, time schedules (extra reading time) and provided space in the classroom for students to learn vocabulary strategies and skills. Actions the school took to improve in this area are as follows: Extended learning opportunities, provided teachers with Professional Learning opportunities usage of vocabulary apps such as Quizlet, Kahoot, and Quizizz, instruction in small groups, and teaching summarizing techniques.

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

The highest priorities for school-wide improvement remain to be professional development and implementation of enhanced differentiated instruction strategies. The focus will be on pinpointing student interests on a more individual level to increase student engagement, using culturally diverse resources and materials, and presenting opportunities to produce different products for assessment. This will require development with more effective lesson planning and preparation, including a deeper understanding of using data to better scaffold lessons so students reach their goals. The goals will continue to include improving instruction in vocabulary and the background knowledge required by grade-level texts. Meaningful vocabulary instruction that promotes the opportunity for continued use of high utility academic language as well as understanding word parts will continue to help students improve vocabulary and positively impact comprehension skills.

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

The highest priorities for school-wide improvement remain to be professional development and implementation of enhanced differentiated instruction strategies. The focus will be on pinpointing student interests on a more individual level to increase student engagement, using culturally diverse resources and materials, and presenting opportunities to produce different products for assessment. This will require development with more effective lesson planning and preparation, including a deeper understanding of using data to better scaffold lessons so students reach their goals. The goals will continue to include improving instruction in vocabulary and the background knowledge required by

grade-level texts. Meaningful vocabulary instruction that promotes the opportunity for continued use of high utility academic language as well as understanding word parts will continue to help students improve vocabulary and positively impact comprehension skills.

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 6-8. Based on the i-Ready data, The percentage of 6th-grade students that are on or above grade level dropped to 37% proficiency compared to the previous school year of 43%. 7th grade student proficiency rose from 28% to 33%. While 8th grade proficiency dropped from 47% to 34%. ELL students that are on or above grade level?%, SWD achievement ?% that are on or above grade level.

Middle school students` ELA achievement has fallen steadily since 2020, according to i-Ready data. All 6th-8th grade students who scored on or above grade level in ELA dropped from 44% in 2020 to 35% 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 led to the decline in overall student performance.

Into Literature 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 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.

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 of engaging students in interactive lessons to effectively increase student success, as a 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 Tier I interventions as well as supplemental resources. After identifying students in need of interventions using Read 180 and System 44 for Tier II and Tier III interventions.

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?

No

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 PLCs and collaborative planning to include the following. Become familiar with the design 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 PLCs. 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 support is in place for all students during core instruction and independence, including support for scholars with exceptional English Language support as well as extensions/more advanced texts for students above the benchmark. These supports include access to grade-level text and beyond, and 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 Brown (nbrown@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

#2. 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 6-8 in ELA and Mathematics. With only 12% of students reaching proficiency in ELA and 12% 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 6-8 who fall within the lowest 25% in both ELA and Mathematics. The objective is to raise the proficiency rate in ELA from the current 32% to a target of 45% and the proficiency rate in Mathematics from the current 39% to a target of 51% 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 & iReady 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 look-for 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:

Delia Boboc (dboboc@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 grade level with scaffolding. It is used to ensure all students can learn at their level while still providing them the 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?

No

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 and math teachers will attend weekly collaborative planning sessions with the Instructional Coach to plan to utilize 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: Delia Boboc (dboboc@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: Delia Boboc (dboboc@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: Delia Boboc (dboboc@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 products to provide corrective & explicit feedback in student workbooks, journals, and/or intervention assignments.

Person Responsible: Delia Boboc (dboboc@championshipacademy.org)

By When: Beginning October 2023 (ongoing).

#3. ESSA Subgroup specifically relating to Students with Disabilities**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 FAST data reveal that only 23% of SWD's were proficient in the ELA assessment. Sixth grade 75% scored a Level 1 and 25% Level 4. Seventh grade 67% scored Level 1, 7% Level 3, 7% Level 4 and 2% Level 5. In Eighth grade 83% scored a Level 1 and 16% scored a Level 2. The greatest need for improvement for students with disabilities is in Reading Across Genres & Vocabulary.

Measurable Outcome:

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

Students with Disabilities will increase 10% on the percentage of students meeting benchmark (+40 percentile rank) on the ELA PM FAST assessment by between September 2023 and February 2024 and another 10% increase from February 2024 to May 2024.

Monitoring:

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

Classroom Walkthroughs and Observations; Progress Monitoring using PM Benchmark FAST Data and iReady diagnostics; Lesson Plan Checks.

Person responsible for monitoring outcome:

Nicole Brown (nbrown@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.)

1. Differentiated small group instruction
2. Targeted tutorials for SWD subgroup
3. Interventionist and Instructional Coach support in core instruction
5. Use of Read 180 and System 44 in Intensive Reading pullouts/small groups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting these specific strategies is to address the diverse needs of students, especially SWD, by providing personalized, targeted, and evidence-based instruction. By using a combination of small group instruction, targeted tutorials, support from interventionists and instructional coaches, and research-based reading programs, educators can create a more inclusive and effective learning environment that promotes the development of essential reading skills for all students.

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?

No

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.

Differentiated, small-group instruction

1. Create targeted groups using SY23 PM FAST ELA September data outcomes
2. Support teachers with curriculum resources and materials
3. Provide students with the language required to facilitate student-led groups
4. Ongoing embedded PD provided to teachers through PLC

Person Responsible: Delia Boboc (dboboc@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

Targeted tutorials for SWD subgroup

1. Identify tutorial groups based on current data trends
2. Select highly qualified content teachers to provide instructional support
3. Provide resources and curriculum to meet specific learner needs
4. Ongoing, continuous progress monitoring of student outcomes

Person Responsible: Nicole Brown (nbrown@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

Interventionist and Instructional Coach support in core instruction

1. Support effective and relevant instruction based upon weak standards
2. Include all Support Facilitators in scheduled PLCS
3. Embed PD opportunities related to the content areas in which they provide support
4. Use a variety of instructional resources

Person Responsible: Delia Boboc (dboboc@championshipacademy.org)

By When: Beginning September 2023 (ongoing).

#4. 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 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 FAST data revealed that our ELL students are currently one of the lowest subgroup in regard to proficiency in ELA and are below the school average in all subject areas. ELL students went from 28% proficiency on last year PM3 to 18% proficiency on PM1.

Measurable Outcome:

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

The school will focus on improving ELL ELA achievement from 18% to 30%. We believe that the additional focus in ELA will provide gains in the other subjects as well.

Monitoring:

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

Data reports for ELL students will be pulled after each standard-based Progress Monitoring Assessment to measure student performance and compare to previous Progress Monitoring Assessments to identify individual needs of students and individual standards where ELL Students show a need for improvement.

Person responsible for monitoring outcome:

Guillermo Bonilla (gbonilla@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.)

- Family learning nights to help engage parents in the learning process, stress the importance, give them tips and resources for helping their students improve Literacy and own their learning
- Teacher Professional Development
- Reading and Writing Bootcamps
- Small Group Instruction
- Technology

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increased family engagement and understanding of the expectations for student learning can and will lead to improved academic learning for students. BY helping parent stay informed and part of the process, they can help their student be more engaged and learn more

- Small groups or differentiating the learning to meet the students needs is one of the most effective ways to maximize instructional time and move students academically.
- Bootcamps provide a chance to do Mini-Lessons on topics where students need remediation or opportunities to accelerate student learning based on the Formative Assessments
- One to One Technology provides a chance to use Reading programs for students to interact with text at their specific level of learning or to work on specific skills.

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?

No

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.

- Schedule Parent and Family Night
- Professional Development on Small Group Instruction
- Professional Development on Standards Based Instruction
- Analyze Data
- Schedule PLC's and Common Planning Time for Teachers
- Review Baseline and Formative Assessment Data

Person Responsible: Guillermo Bonilla (gbonilla@championshipacademy.org)

By When: Beginning October 2023 (ongoing).

#5. 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.

Upon analyzing extensive data regarding student attendance patterns, it became evident that the early warning indicator for students missing 10% or more of school days surfaced as a crucial need. Large-scale studies that found a clear link between regular school attendance and academic progress led to this conclusion. When students miss 10% or more of school days, they are often called "chronically absent," and it has a big effect on how well they do in school. Research studies have shown over and over that regular attendance is linked to better results, more involvement, and a higher chance of graduating on time. Also, looking at attendance records from different school districts and schools showed a common pattern: kids who miss a lot of school have trouble in school and are also more likely to drop out. Using this level of 10% or more absences as a critical indicator was backed up by statistics showing a strong link between it and lower academic success and long-term educational setbacks. So, fixing this problem became important for making sure students do well in school and lowering the number of students who drop out. This led to the need for targeted interventions and support strategies to raise attendance rates and lessen the negative effects of this problem on student learning and performance.

Measurable Outcome:

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

The school aims to reduce the percentage of students classified as chronically absent—those missing 10% or more of school days—by at least 20%. The measurable outcome is to lower the overall chronic absenteeism rate from its current standing by implementing targeted intervention strategies. By analyzing attendance data regularly and setting a specific target reduction percentage based on the initial statistics, the school plans to measure its success objectively. This data-driven goal is designed to track and monitor the progress made in improving attendance rates among students. Achieving this measurable outcome will be a critical indicator of the effectiveness of the school's interventions and support mechanisms put in place to address chronic absenteeism and enhance student engagement and academic success.

Monitoring:

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

The school will implement a comprehensive monitoring system that involves the continual collection and analysis of attendance data. This process will entail the use of student attendance records, which will be reviewed on a weekly and monthly basis to identify trends and patterns in absenteeism. Additionally, the school plans to utilize specialized software or tools that can generate detailed reports and metrics related to attendance rates. Regular meetings involving school administrators, teachers, counselors, and support staff will be held to discuss the data and assess the effectiveness of implemented interventions. These meetings will serve as platforms for collaboration, allowing for the evaluation of strategies and the adjustment of interventions as needed to better support students at risk of chronic absenteeism. Furthermore, conducting surveys or obtaining feedback from students and families regarding potential barriers to attendance will supplement the quantitative data, providing a holistic understanding of the issue.

Person responsible for monitoring outcome:

[no one identified]

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 evidence-based intervention being implemented is a multi-tiered support system that combines targeted strategies tailored to individual student needs. One primary intervention involves the creation of a

student support team comprising teachers, counselors, and administrators. This team will conduct regular attendance reviews to identify students at risk of chronic absenteeism and devise personalized intervention plans. For students with sporadic absences, the school will implement early interventions, such as personalized attendance contracts, mentoring programs, or incentives to encourage regular attendance. For those exhibiting persistent absenteeism, a more intensive intervention plan involving family conferences, individualized counseling, and connection to community resources will be initiated. Moreover, the school will provide additional academic support and resources to ensure students do not fall behind due to absences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale behind selecting the multi-tiered support system as the primary strategy to address chronic absenteeism stems from a thorough analysis of evidence-based practices and their effectiveness in tackling absenteeism among students. Research consistently highlights the complex and multifaceted nature of absenteeism, often attributed to various factors, including academic disengagement, health issues, socio-economic challenges, and family circumstances. This comprehensive understanding of the underlying causes of absenteeism guided the decision to implement a multi-tiered approach that can be tailored to address diverse student needs. By creating a collaborative support team comprising educators, counselors, and administrators, the strategy leverages a holistic approach to identify, intervene, and support students at risk of chronic absenteeism. This approach aligns with research-backed interventions that emphasize the importance of early identification, personalized support, and targeted interventions to address the root causes contributing to absenteeism.

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?

No

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 a team comprising educators, counselors, and administrators dedicated to addressing chronic absenteeism. This team will meet regularly to review attendance data, identify at-risk students, and devise personalized intervention plans.

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

By When: Beginning October 2023 (ongoing).

Implement a proactive system to identify students with sporadic absences and provide early interventions. This may include creating personalized attendance contracts, mentoring programs, or incentives aimed at fostering regular attendance habits.

Person Responsible: Ashley Gordon (agordon@championshipacademy.org)

By When: Beginning October 2023 (ongoing).

Devise individualized plans for students exhibiting persistent absenteeism, involving family conferences, one-on-one counseling sessions, and connections to community resources to address underlying issues contributing to their absenteeism.

Person Responsible: Ashley Gordon (agordon@championshipacademy.org)

By When: Beginning October 2023 (ongoing).

Continuously monitor the effectiveness of interventions through regular assessment and data analysis. Adapt strategies based on the outcomes observed, aiming for continuous improvement in addressing chronic absenteeism and ensuring students receive appropriate support to enhance their attendance and academic engagement.

Person Responsible: Ashley Gordon (agordon@championshipacademy.org)

By When: Beginning October 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.

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))

The funding for ELO will be provided by the District.