

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2018-2019

A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.

School Name: Championship Academy of Distinction High School Location Number: 5219

Current Grades Served: 9-11 Contract Grades Served: 9-12 Year School Opened: 2016

2018-2019 SCHOOL IMPROVEMENT PLAN

PART 1: Current School Information

School Information

Complete School Name: Championship Academy of Distinction High	District Name: Broward
School Location Number (MSID):	
Principals: Marilyn Davis & Jon Losieniecki	District Superintendent: Robert Runcie
Governing Board Member(s): Linda Collins, Melissa Bustamante, Maria Foyo	Date of School Board Charter Approval: 1/2016 Date of Most Recent School Board Charter Amendment:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test/Statewide Assessment Trend Data](#)

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

[School Accountability Reports](#)

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%).

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%, along with the associated school year)
Co-Principal	Marilyn Davis	English Education, B.S. Educational Leadership, MS Certifications: Secondary English (5-9) English (6-12)	1	1 month	2016-2017 Championship Academy of Distinction 5215 C 2015-2016 Championship Academy of Distinction 5215 B 2014-2015 Rohr Middle School (private school)
Co-Principal	Jon Losieneicki	BA Economics/ Elem K-6	1 month	1 month	2016-2017 Championship Academy of Distinction 5215 C 2015-2016 Championship Academy of Distinction 5361 C 2014-2015 Championship Academy of Distinction 5361 C

Instructional Coaches, ESE Specialist(s), and ESOL Contact(s):

List your school’s Instructional Coaches, ESE Specialist(s), ESOL Contact(s), and briefly describe their certification(s), number of years at the current school, number of years in that area/position, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%). Instructional Coaches, ESE Specialist(s), and ESOL Contact(s) described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach, ESE Specialist, ESOL Contact	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%, along with the associated school year)
Math	Jon Losieniecki	BA Economics/ Elem K-6	1 month	3	2016-2017 Championship Academy of Distinction 5215 C 2015-2016 Championship Academy of Distinction 5361 C 2014-2015 Championship Academy of Distinction 5361 C
ELA	Marilyn Davis	English Education, B.S. Educational Leadership, MS Certifications: Secondary English (5-9) English (6-12)	1 month	1 month	2016-2017 Championship Academy of Distinction 5215 C 2015-2016 Avant Garde of Broward 5791 B 2014-2009 Rohr Middle School (Private School N/A)
ESOL	Daniela Ramos	Elementary K-6, ESOL Endorsement 3 years	1 month	2 years	2017-2018 Championship Academy of Distinction Elementary (5361) “C” School Championship Academy of Distinction (5215)

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					<p>“C” School Championship Academy of Distinction High (5219) “D” School <u>2016-2017</u> Championship Academy of Distinction 5215 “C” School Championship Academy of Distinction Elementary (5361) “C” School “C” School Championship Academy of Distinction High (5219) “C” School <u>2015-2016</u> Championship Academy of Distinction 5422 “C” School</p>
ESE	Abah Hamilton	B.A. English Literature Certifications: Secondary English (6-12) ESOL Endorsement Exceptional Student Education K-12	1 month	1 st year	2017-2018 Championship Academy of Distinction 5234 -N/A 2016-2017 Championship Academy of Distinction 5234 -N/A

PART 2: Required Components of the School Improvement Plan for Charter Schools

1. Mission Statement

Provide your school's mission statement as stated in the approved application or most recent charter programmatic renewal.

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

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

2. Academic Data

*Provide **detailed** student academic data by subgroups for **the most recent three (3) years** that includes **state mandated assessments** (FSA, EOC, FLKRS/STAR, ACCESS, etc.), and **progress monitoring assessments** that are required to be administered three times per year (FAIR-FS, BAS, iReady, etc.), if available. **Organize all student achievement data by grade band (K-2, 3-5, 6-8, 9-12).***

K-2 Academic Data:

n/a

3-5 Academic Data:

n/a

6-8 Academic Data:

n/a

9-12 Academic Data:

: Please note that the following data represents the last two years of the high school's existence. In 2016-17, we started with a 9th grade group. In 2017-18, we added a 10th grade group. Therefore, the data for the first year will not include a 10th grade group.

Academic Data for Most Recent Years

Below are assessment data results derived from Florida Standards Assessments (FSA) as well as the Biology, Algebra and Geometry End of Course assessments (EOC). The information provided is a two-year comparison. The data indicates that there is a significant decrease in proficiency in Algebra 1, while Biology scores have increased by 20%. The following narrative will analyze the data in more depth and address the need for consistent data-driven instruction and progress monitoring to inform instructional decision-making.

**Table 1
Grade Level Breakdown of FSA/EOC Results**

Grade Level	Subject Area	2018 FSA Proficiency	2017 FSA Proficiency
9	ELA	37.1%	29.4%
10	ELA	21.1%	*
9	Biology	50.0%	30.3%
9	Algebra	17.6%	48.4%
10	Geometry	31.4%	*

* Indicates no scores- course was not offered

**Table 2
Achievement Level Comparison**

Subject Area (2018 & 2017)	% of Students Level 1	% of Students Level 2	% of Students Level 3	% of Students Level 4	% of Students Level 5
ELA	31 35	31 35	20 15	17 15	0 0
Algebra	53 35	29 16	18 29	0 19	0 0
Geometry	21 *	48 *	31 *	0 *	0 *
Biology	9 24	41 45	38 47	12 3	0 0

* Indicates no scores- course was not offered

Table 3

By sub group: Learning gains (LG)/ Bottom Quartile (BQ)

	2018	2017
<i>ELA LG</i>	40%	36%
<i>ELA BQ</i>	58%	*
<i>MATH LG</i>	30%	50%
<i>MATH BQ</i>	27%	*
<i>SCIENCE</i>	32%	*

Table 4

FSA Results by Cohort

Grade Level	Subject Area	2017 FSA Proficiency	2018 FSA Proficiency
9	ELA	29.4	37
10	ELA	*	21
9	Algebra	48	18
9	Biology	30	50
10	Geometry	*	31

* Indicates no scores- course was not offered

Table 5
3D Bar Graph FSA/EOC Data 2017/2018 Comparison

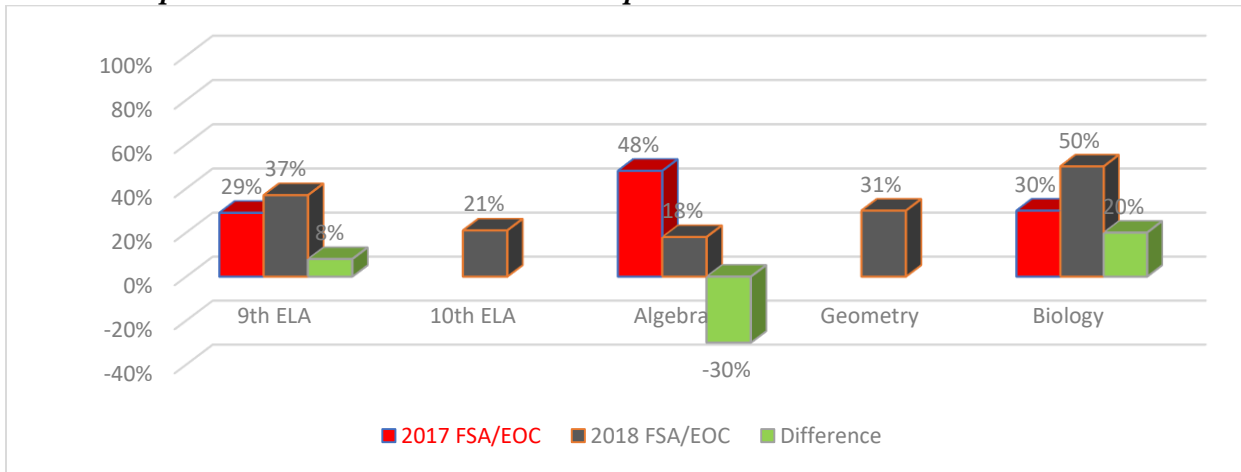


Table 6
FSA ELA Analysis by Cluster

GRADE	OVERALL PROFICIENCY	KEY IDEAS	CRAFT & STRUCTURE	INTEGRATION OF KNOWLEDGE & IDEAS	LANGAUAGE & EDITING
9 (2017)	29%	38%	57%	32%	63%
9 (2018)	37%	44%	57%	44%	51%
10 (2018)	21%	37%	29%	53%	54%

Table 7
FSA Math Analysis by Cluster

SUBJECT/ YEAR	PROFICIENCY	ALGEBRA & MODELING	FUNCTIONING & MODELING	STATISTICS & NUMBER SYSTEM
ALGEBRA 1 (2017)	48%	31%	29%	18%
ALGEBRA 1 (2018)	18%	21%	25%	23%
SUBJECT/ YEAR	PROFICIENCY	CONGRUENCE, SIMILARITY, RIGHT TRIANGLES & TRIGONOMETRY	CIRCLES, GEOMETRIC MEASUREMENT & GEO PROPERTIES	MODELING WITH GEOMETRY
GEOMETRY 2018	31%	29%	17%	20%

Scores by ELL Sub Group (Tables 8-11)

Table 8
Percent of students scored access for ELLs 2.0 Composite English Language Proficiency Levels 2016-2017

Subgroup	# Tested	% Tested	Level 1	Level 2	Level 3	Level 4
All Grades	8	100 %	12.5 %	12.5 %	37.5 %	37.5 %
9	8	100 %	12.5 %	12.5 %	37.5 %	37.5 %

Table 9
Percent of students scored access for ELLs 2.0 Composite English Language Proficiency Levels 2017-2018

Fig 9

Subgroup	# Tested	% Tested	Level 1	Level 2	Level 3	Level 4
All Grades	8	100 %	25 %	12.5 %	37.5 %	12.5 %

Table 10
FSA Achievement Level 1 Comparison to WIDA Access Scores 2017-2018

Number of Students	Grade Level	Composite Level	Percent
1	9	1-Entering	50%
1	9	3-Developing	50%
1	10	2- Emerging	50%
1	10	3-Developing	50%

Table 11
Student Performance by ELL Status

YEAR	SUBJECT	% OF ELL STUDENTS LEVEL 3 OR ABOVE	% OF NON-ELL STUDENTS LEVEL 3 OR ABOVE
2017-2018	FSA English Language Arts	0%	32%
2017-2018	FSA Algebra 1 EOC	0%	21.4%
2017-2018	FSA Geometry EOC	0%	37%
2016-2017	FSA Algebra 1 EOC	0%	45.8%

Scores for Students With Disabilities (SWD)

Table 12
SWD Comparison Grade 9

<u>Subject Area</u> <u>(2018 & 2017)</u>	<u>% of Students</u> <u>Level 1</u>	<u>% of Students</u> <u>Level 2</u>	<u>% of Students</u> <u>Level 3</u>
ELA	2017 100%	2018 100%	0% 0%
Algebra	2017 100%	2018 100%	0% 0%
Biology	2017 67%	2017 33%	2017 0%
Biology	2018 0%	2018 50%	2018 50%

Table 13
FSAA Score ELA2 2018

Grade Level	Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
10	-	-	100%	-

Table 14
SWD Comparison Grade 10 2018

Subject Area (2018)	% of Students Level 1	% of Students Level 2
ELA	0%	100%
Algebra	100%	0%
Geometry	75%	25%

Student Performance by Race/Ethnicity (Tables 14-19)

Table 15
Hispanic
PERCENT WITHIN EACH ACHIEVEMENT LEVEL

Subject	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
ELA	29%	39%	16%	16%	0%	32%
Algebra	50%	25%	25%	0%	0%	25%
Geometry	28%	44%	28%	10%	0%	28%
Biology	0%	35%	55%	10%	0%	65%

Table 16

Black

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

Subject	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
ELA	36%	55%	9%	0%	0%	9%
Algebra	50%	25%	25%	0%	0%	25%
Geometry	14%	71%	14%	0%	0%	14%
Bio	40%	60%	0%	0%	0%	0%

Table 17

White

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

Subject	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
ELA	43%	0%	29%	20%	0%	49%
Algebra	50%	50%	0%	0%	0%	0%
Geometry	0%	33%	67%	0%	0%	67%
Bio	0%	60%	0%	40%	0%	40%

Table 18

Multi-Racial

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

Subject	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
English	0%	0%	100%	0%	0%	100%
Algebra	0%	100%	0%	0%	0%	0%
Geometry	*	*	*	*	*	*
Bio	0%	0%	100%	0%	0%	100%

*No Students in this group tested

Table 19

Asian

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

Subject	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
English	50%	0%	50%	0%	0%	50%
Algebra	100%	0%	0%	0%	0%	0%
Geometry	0%	0%	100%	0%	0%	100%
Biology	0%	100%	0%	0%	0%	0%

Table 20

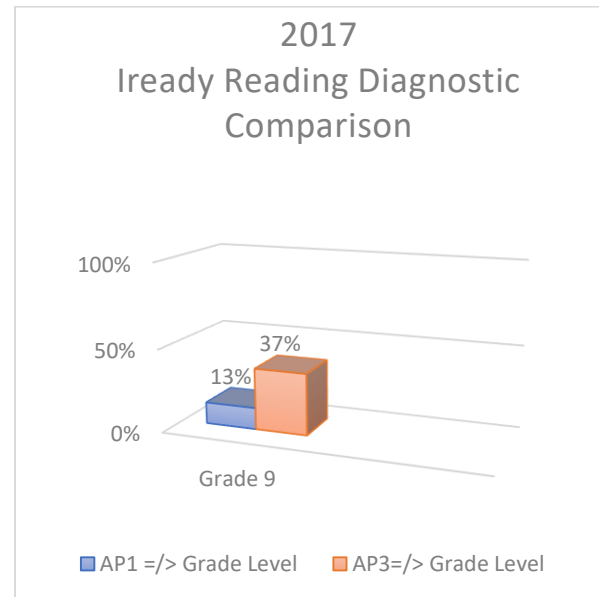
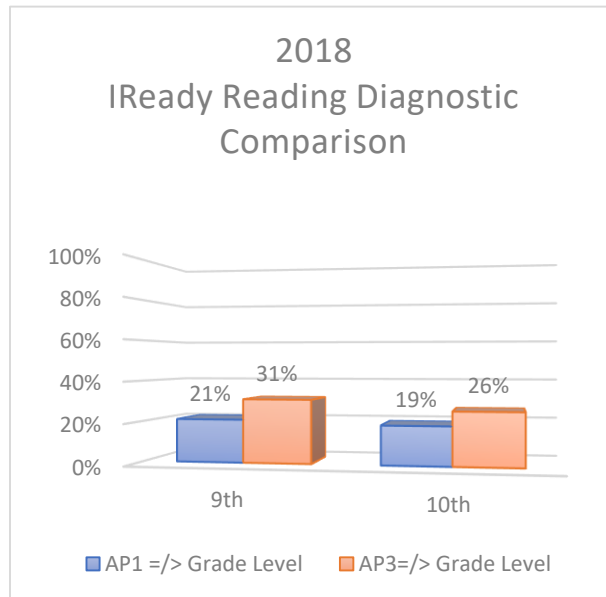
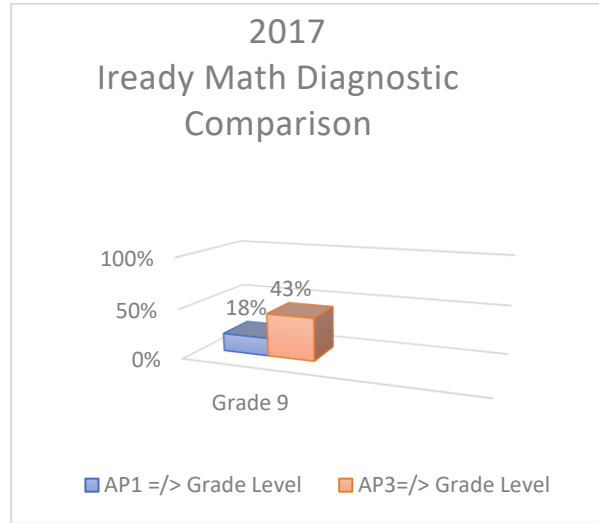
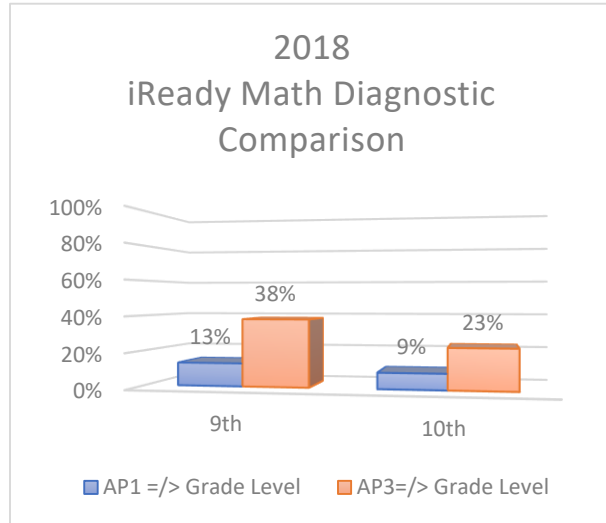
Indian

PERCENT WITHIN EACH ACHIEVEMENT LEVEL

Subject	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
English	50%	0%	50%	0%	0%	50%
Algebra	100%	0%	0%	0%	0%	0%
Geometry	0%	0%	100%	0%	0%	100%
Biology	100%	0%	0%	0%	0%	0%

Progress Monitoring Data Comparison Math and Reading

Table 21



3. Student Achievement Objectives

Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan.

Championship Academy of Distinction High School will increase learning opportunities for all students, while emphasizing specific approaches for low-performing students in reading. Reading instruction will be delivered through a comprehensive researched-based literacy model. A highly focused instructional approach will be designed to complement the MAFS, LAFS and Florida Standards and will ensure that all students' learning needs are met. Students performing at all instructional levels will benefit from rigorous, project-based learning activities. English Language Learners will be able to thrive in classrooms where peer interaction and conversation will enable them to acquire English at an accelerated pace. This approach will complement the key elements of CADHS' plan to support all learners and improve the achievement of low- performing students in reading.

It is anticipated that CADHS will reflect the demographics of the District. As a result, we believe that the students entering the School will possess a wide range of skills. The extended day, rigorous program of study, extra programming, and parental involvement will be critical if the students are to achieve our academic goals. The following are the School's educational goals:

- With the first year of School operation establishing the baseline, the percent of students in grades 9 through 10 proficient on FL Assessments in reading, math, science, and writing will improve by 1% or more each year.
- With the first year of School operation establishing the baseline, the percent of students' proficient on EOC assessments will improve by 1% or more each year.
- Students demonstrating learning gains will improve by 1% annually.
- With the first year of School operation establishing the baseline, the percent of students in the lowest quartile demonstrating learning gains will improve by 1% annually.
- With the first year of School operation establishing the baseline, the percent of students graduating with their cohort group will improve by 5% or more each year

Long term Goals

- CADHS students will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score (as established by FLDOE) on all required End of Course exams, by its 3rd year, and sustaining or exceeding these levels on the 4th and 5th years.
- By the 5th year of school operations, CADHS will exceed the state cohort graduation rate for comparable student populations.

Goal: Eighty percent (80%) of CADHS students will demonstrate a year's worth of learning gains.

Students will demonstrate academic improvement and success by either meeting high standards or making annual learning gains as defined by the Florida A+ Plan.

Progress is objectively measured by a range of methods including the annual statewide assessments for each grade, by other adopted statewide assessments, and by AP exam results. Progress is also measured by classroom teachers in the traditional manner, such as through quizzes, essays, projects, performances, portfolios, exhibitions, tests, and exams. Progress is discussed on a regular basis with parents and students.

Summary of Key Measurement Methods	
State Content Standards	FL Assessments
Content Mastery	Unit tests, benchmark exams quizzes, oral presentations, performances, projects, lab reports, and research papers. Also see AP below.
College preparedness	Course enrollments, course grades, SAT/ACT tests results, PERT, and GPA

The following table provides additional annual goals and evaluation instruments:

Focus Area	Academic Improvement	How Progress and Performance will be Measured	Specific Results to be Attained
State Assessment Performance	With the first year of School operation establishing the baseline, the percent of student in grades 9 through 10 proficient on FL Assessments in reading, math, science, and writing will improve by 1% or more each year	FL Assessments results	Given school-wide emphasis on instruction for mastery of the FL Standards, the percent of students in grades 9 through 10 proficient
End of Course (EOC) Assessment Performance	With the first year of School operation establishing the baseline, the percent of students' proficient on EOC assessments will improve by 1% or more each year.	EOC results	The percentage of students proficient in the EOC assessment will meet or exceed the State average for comparable SES student populations.
Learning Gains	Students demonstrating learning gains will improve by 1% annually	MAP Assessments FL Assessments	Fifty percent (50%) of CADHS students in the lowest quartile will demonstrate learning gains annually.
Learning Gains for the Lowest Quartile	With the first year of School operation establishing the baseline, the percent of students in the lowest quartile demonstrating learning gains will improve by 1% annually.	MAP Assessments FL Assessments	Fifty percent (50%) of CADHS students in the lowest quartile will demonstrate learning gains annually.

4. Student Performance Data Analysis

Provide a **detailed** analysis in narrative format of the student performance data including academic performance by each subgroup. If ESOL and/or ESE counts are too low to qualify as a subgroup, include the data for ESOL and ESE separately. **Organize student data analysis by grade band (K-2, 3-5, 6-8, 9-12).**

K-2 Academic Data Analysis:

n/a

3-5 Academic Data Analysis:

n/a

6-8 Academic Data Analysis:

n/a

9-12 Academic Data Analysis:

ELA Performance:

Based on the FSA ELA data above, the 2017 9th grade group exhibited an 8 percentage point drop in overall proficiency as reflected in the 2018 test scores. While the 2017 9th grade group outperformed the 10th grade group in ELA by 16 percentage points. Yet both groups fall far below the county average for proficiency in ELA. When the data is disaggregated to examine specific skills, 10th grade students continue to show the greatest difficulty mastering “Key Ideas”. While 9th graders struggle most with “Integration of Knowledge and Ideas”. Both groups performed best on “Language and Editing”. While i-Ready Reading progress monitoring data for 2018 reveals between 5-6% growth for both groups from AP1 to AP3. However, that did not result in an equal increase in proficiency.

ELA by Sub Group:

ELL: In the last two years, zero ELL scored 4 or higher on the ELA FSA. In 2016-2017 academic year, 25% of ELLs scored 2 or less on their ACCESS scores. 75% of the ELLs scored 3 or higher on their ACCESS scores. In 2017-2018 academic year, 37.5% of ELLs scored 2 or less on their ACCESS scores. 62.5% of the ELLs scored 3 or higher on their ACCESS scores.

ESE: In 2018 25% of 9th grade ELA students scored a level 2 on the ELA FSA while 75% scored a level 1. No 9th grade ESE student were proficient in ELA. That same year, 100% of 10th grade ESE students scored a level 1 on the ELA FSA. Note, in 2018 there were only 3 ESE students in 9th grade and 4 in 10th.

In 2017, 100% of 9th grade ESE students scored a level 2 on the ELA FSA. There were no 10th grade students that year. Note, in 2017, there were 6 ESE students in 9th grade.

FSA: In 2018, we had one ESE student participating in the Florida Standard Alternative Assessment (FSAA) for ELA for the first time. That student scored a satisfactory level of success on this test.

Race: When the data is broken down by race/ethnic group, students identifying as White outperformed other categories in each testing area. While both Hispanics and Blacks scored near the overall average for Math, the scores for Black students in the area of ELA showed that only 9% of Black students were proficient as compared to the overall average of 37% in 9th grade and 21% in 10th.

It is important to note that the student population is comprised of over 60% Hispanic students followed by 30% Black and less than 8% White. Students identifying as American Indian, Asian or Mixed Race comprise less than 2% of the total student body.

Math Performance:

Based on School EOC/FSA Data, Championship Academy's proficiency in Algebra in 2018 was 17.6%. FSA data reported the same group of student percent proficient in Pre-Algebra (2016-2017) was 29%. School and student progression from Pre-Algebra to Algebra proficiency dropped about 11 percentage points. All students in Grade 9 were matriculated into Algebra 1 in the 2017-2018 school year although 71% of students were not proficient in Pre-Algebra and should not have been enrolled Algebra 1, but not in Liberal Arts Math 1 in 2017-2018. Data indicates those students should have been placed in an Algebra Readiness Course in 2017-2018. (Note: Students who were not proficient in Algebra 1 or Geometry in the 2017-2018 school year were placed in the appropriate math courses for the current year 2018-2019)

The Algebra EOC student proficiency in 2017 was significantly higher at 48.4%. The percent of students dropped in proficiency by a significant 30.8 percentage points. The state average percentage of level 3 and above in 2018 was 46% and in 2017 the state average percentage of students proficient was 45%. In 2017 Championship Academy outperformed the state average by 1 percentage point.

Geometry performance for the 2018 school year was 30% of students scored a level 3; state average proficiency was 46%. No students scored a level 4 or 5 on the Algebra 1 or Geometry EOC FSA's in 2018. The Geometry EOC Data Percentage in Level 3 or above for Broward County District-Wide was 52% and the State-Wide Percentage in Level 3 or Above was 46%. Championship Academy 5219's Percentage of Level 3 or Above was 31%. Data suggests many of the students were not ready for Geometry in 2017-2018- reflecting poor EOC Performance that was substantially lower than district and state averages. Zero Percent of students scored at level 4 or 5. The school's lowest areas of performance were Geometric Measurement & Geo Properties at 17% Proficiency and Modeling with Geometry at 20% Proficiency

Math by Sub Group:

ELL: In the last two years, zero ELL students scored 3 or higher on the Algebra 1 or the Geometry EOC.

ESE In 2018, 100% of ESE students participating in the Algebra 1 EOC scored a level 2. On the Geometry EOC 75% of ESE students scored a level 1 while 25% scored a level 2. No ESE students were proficient in Math last year.

In 2017, 100% of the ESE students participating in the Algebra 1 EOC scored a level 1. No students took the Geometry EOC that year.

Science Performance:

Based on the Biology EOC data for the past two years, our students have shown a twenty percentage point increase in proficiency. However, they still remain below the district average of 63% proficiency for 2017.

Science by Sub Group:

ELL: In the last two years, zero ELL students scored 3 or higher on the Biology EOC.

ESE: In 2018, 50% of ESE students participating in the Biology EOC scored a level 2 while 50% scored a level 3. ESE students performed best in this category with 50% showing proficiency.

In 2017, no ESE students were proficient in Biology with 67% scoring a level 1 and 33% scoring a level 2.

Race: While 60% of Hispanic and 40% of White students scored proficient in Biology, 100% of Black students scored a 1 or a 2 on the Biology EOC.

Social Studies Performance:

NOTE: No data exists for this subject as students did not take courses requiring an EOC (end of course) exam.

5. Student Performance Deficiency Plan

Provide a **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline. Deficiencies should be listed and addressed individually. Areas of deficiency are based on student performance data. See sample provided in appendices.

Deficiency:

Based on FSA ELA data 62% of students in grades 9 -10 are deficient in identifying key ideas.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	Collections <i>Tier I</i>	FAIR Collections Performance Assessment	ELA Teacher Literacy Coach All Content Area Techers ESE Specialist	The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move 80% of students to Tier 1.

				Principal	<p>Core Instruction (Tier I)</p> <p>Lesson plans will be created to ensure the alignment of instruction with state standards. ELA teachers will implement highly-effective, evidence-based instructional literacy strategies tailored to teach main idea and key details (e.g., inferential reading, selective highlighting, structured notetaking, summarizing, text structure, question-answer relationship QAR, etc.)</p> <p>In addition, content area teachers will be trained in how to weave these research-based instructional strategies into their instructional practice.</p> <p>Data Chats (Tier I-III)</p> <p>The Literacy Coach will hold monthly data chats with ELA teachers to focus on monitoring student progress and to guide instructional decisions. Decisions regarding student placement, interventions and instructional focus will be made collaboratively to ensure deficiencies are addressed and students are achieving standards mastery.</p> <p>The teacher will conduct data chats with students to engage them in their own learning process and decision making, foster a sense of responsibility and independence, and encourage students to set short-term, self-referenced goals.</p>
Intensive Reading	January-April	Edge Levels A, B & C <i>Tier II</i> Edge Foundations <i>Tier III</i>	FAIR AP2 Edge Tests: Placement, Cluster	ELA Teacher Selected Content Areas Teachers ESE Teacher Literacy Coach	<p>Pull-Outs for Tier II & Tier III Intervention</p> <p>ELA teachers has time built-in to the master schedule to provide additional explicit instruction, practice and feedback in targeted learning strategies for those students for whom in-class strategy instruction has not yielded the impact desired. Students are pulled during elective classes only.</p> <p>After-School Tutoring (Tier II & III)</p> <p>Beginning in January, students will be encouraged to participate in after-school tutoring for ELA twice a week. Students will be grouped by instructional level as determined by AP2 of the FAIR test as well as the Edge Placement Test.</p>
ESOL	September - June	Collections <i>Tier I</i> Edge Levels A, B & C <i>Tier II</i>	ACCESS for ELL 2.0 FAIR	ESOL Contact ELA Teacher	<p>Integration:</p> <p>ESOL students participate in all remedial activities for Literacy. Classroom teachers have access to Elevations and provide appropriate accommodations.</p>

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		Edge Foundations <i>Tier III</i>	Edge Tests: Placement, Cluster, Language Placement and Gains, Language Acquisition Rubrics	Selected Content Areas Teachers Literacy Coach Principals	<p>Collaboration:</p> <p>General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Intervention:</p> <p>Provide interventions for ELLs using explicit vocabulary-building strategies linked to authentic text reading and writing</p> <p>Language Enrichment Camp</p> <p>The school will implement an after-school camp where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and use of high frequency vocabulary.</p>
SWD	September - June	Collections <i>Tier I</i> Edge Levels A, B & C <i>Tier II</i> Edge Foundations <i>Tier III</i>	FAIR Edge Tests: Placement, Cluster	ELA Teacher ESE Teacher Literacy Coach All Content Area Teachers Principals	<p>Integration:</p> <p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. Access to IEP given to all the student's teachers who in turn provide appropriate accommodations.</p> <p>Collaboration:</p> <p>General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that the students with disabilities are more likely to succeed in class.</p>

*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

Deficiency:

Based on FSA ELA data 47% of students in grades 9 and 54%10 are deficient in text-based writing.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	<p>Collections <i>Tier I</i></p> <p>Edge Levels A, B &C <i>Tier II</i></p> <p>Edge Foundations <i>Tier III</i></p>	<p>FAIR</p> <p>Collections: Performance Assessments</p> <p>Edge Tests Cluster, Unit Grammar and Writing</p>	<p>ELA Teacher</p> <p>Literacy Coach</p> <p>All Content Area Techers</p> <p>ESE Teacher</p> <p>Principals</p>	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move 80% of students to Tier 1.</p> <p>Core Instruction (Tier I)</p> <p>Lesson plans will be created to ensure the alignment of instruction with state standards. ELA teachers will implement highly-effective, evidence-based instructional literacy strategies to explicitly teach students strategies for planning, revising, and editing their written products.</p> <p>In addition, content area teachers will weave text-based writing into their lessons.</p> <p>Writing Workshops (Tier I-III)</p> <p>The teacher will conduct writing workshops where the teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by a minimum of 45 minutes of active writing time. Each workshop ends with a sharing of student work.</p> <p>Pull-Outs for Tier II & Tier III Intervention</p> <p>ELA teachers has time built-in to the master schedule to provide additional explicit instruction, practice and feedback in targeted learning strategies for those students for whom in-class strategy instruction has not yielded the impact desired. Students are pulled from elective classes only.</p>
Intensive Writing	January- April	State Developed FSA Writing Prompt and Student Models (FSA Portal)	<p>Teacher Assessments</p> <p>Collections Performance Tasks</p> <p>FSA Rubrics</p>	<p>ELA Teacher</p> <p>Selected Content Areas Teachers</p> <p>ESE Teacher</p>	<p>After-School Tutoring (Tier II & III)</p> <p>Beginning in January, students will be encouraged to participate in after-school tutoring for ELA Writing once a week. Students will participate in writing workshops tailored to address their individual weaknesses. Peer-tutors will assist in this process.</p>

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				Peer Tutors Literacy Coach	
<i>ESOL</i>	September - June	Collections <i>Tier I</i> Edge Levels A, B &C <i>Tier II</i> Edge Foundations <i>Tier III</i>	ACCESS for ELL 2.0 FAIR Edge Tests: Placement, Cluster, Language Placement and Gains, Language Acquisition Rubrics	ESOL Contact ELA Teacher Selected Content Areas Teachers Peer Tutors Literacy Coach	<p>Integration:</p> <p>ESOL students participate in all remedial activities for Literacy. Classroom teachers have access to Elevations and provide appropriate accommodations.</p> <p>Collaboration:</p> <p>General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Intervention:</p> <p>Provide interventions for ELLs using explicit vocabulary-building strategies linked to authentic text reading and writing</p> <p>Language Enrichment Camp:</p> <p>The school will implement an after-school camp where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and use of high frequency vocabulary.</p>
<i>SWD</i>	September - June	Collections <i>Tier I</i> Edge Levels A, B &C <i>Tier II</i> Edge Foundations <i>Tier III</i>	FAIR Collections: Performance Assessments Edge Tests Cluster, Unit Grammar and Writing	ELA Teacher Selected Content Areas Teachers ESE Teacher Peer Tutors Literacy Coach	<p>Integration:</p> <p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. Access to IEP given to all the student's teachers who in turn provide appropriate accommodations.</p> <p>Collaboration:</p> <p>General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that the students with disabilities are more likely to succeed in class.</p>

*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

Deficiency:

Based on FSA ELA data 68% of students in grade 9 and 47% of 10th graders are deficient in integration of knowledge and ideas.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	Collections Tier I	FAIR Collections Performance Assessments	ELA Teacher Literacy Coach All Content Area Teachers ESE Teacher Principals	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move 80% of students to Tier 1.</p> <p>Core Instruction (Tier I)</p> <p>Lesson plans will be created to ensure the alignment of instruction with state standards. ELA teachers will implement highly-effective, evidence-based instructional literacy strategies to teach integration of knowledge and ideas (e.g., jig sawing, inquiry chart, use of graphic organizers, summarization structured note-taking, text annotation, etc.)</p> <p>In addition, content area teachers will be trained in how to weave these research-based instructional strategies into their instructional practice.</p> <p>Data Chats (Tier I-III)</p> <p>The Literacy Coach will hold monthly data chats with ELA teachers to focus on monitoring student progress and to guide instructional decisions. Decisions regarding student placement, interventions and instructional focus will be made collaboratively to ensure deficiencies are addressed and students are achieving standards mastery.</p> <p>The teacher will conduct data chats with students to engage them in their own learning process and engage them in decision making, foster a sense of responsibility and independence, and encourage students to set short-term, self-referenced goals.</p>
Intensive Reading	January-April	Edge Levels A, B & C Tier II	FAIR Edge Tests: Placement,	ELA Teacher	<p>Pull-Outs for Tier II & Tier III Intervention</p> <p>ELA teacher has time built-in to the master schedule to provide additional explicit instruction, practice and feedback in targeted learning strategies for</p>

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		Edge Foundations Tier III	Cluster, Unit Reading and Literary Analysis	Selected Content Areas Teachers ESE Teacher Literacy Coach	those students for whom in-class strategy instruction has not yielded the impact desired. Students are pulled for intervention only during their elective classes. After-School Tutoring (Tier II & III) Beginning in January, students will be encouraged to participate in after-school tutoring for ELA twice a week. Students will be grouped by instructional level as determined by AP2 of the FAIR test as well as Edge Placement Tests.
ESOL	September - June	Collections <i>Tier I</i> Edge Levels A, B & C <i>Tier II</i> Edge Foundations <i>Tier III</i>	ACCESS for ELL 2.0 FAIR Edge Tests: Placement, Cluster, Unit Reading and Literary Analysis	ESOL Contact ELA Teacher Literacy Coach	Integration: ESOL students participate in all remedial activities for Literacy. Classroom teachers have access to Elevations and provide appropriate accommodations. Collaboration: General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that ESOL students are more likely to succeed in class. Intervention: Provide interventions for ELLs using explicit vocabulary-building strategies linked to authentic text reading and writing Language Enrichment Camp The school will implement an after school camp where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and use of high frequency vocabulary.
SWD	September - June	Collections <i>Tier I</i> Edge Levels A, B & C <i>Tier II</i> Edge Foundations <i>Tier III</i>	FAIR Edge Tests: Placement, Cluster, Unit Reading and Literary Analysis	ESE Specialist ELA Teacher Literacy Coach	Integration: SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. Access to IEP given to all the student's teachers who in turn provide appropriate accommodations. Collaboration:

					General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that the students with disabilities are more likely to succeed in class.

**Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

Deficiency:

Based on FSA ELA data 43% of students in grade 9 and 71% of 10th graders are deficient in craft and structure.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	Collections <i>Tier I</i>	FAIR Collections Performance Assessment	ELA Teacher ESE Teacher Literacy Coach Principals	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move 80% of students to Tier 1.</p> <p>Core Instruction (Tier I)</p> <p>Lesson plans will be created to ensure the alignment of instruction with state standards. ELA teachers will implement highly-effective, evidence-based instructional literacy strategies with explicit teaching and practice in recognizing structural patters such as cause and effect, sequence, problem solution, chronological, and comparison contrast. Teachers will emphasize vocabulary and word choice focusing on both connotation and denotation.</p> <p>Data Chats (Tier I-III)</p> <p>The Literacy Coach will hold monthly data chats with ELA teachers to focus on monitoring student progress and to guide instructional decisions. Decisions regarding student placement, interventions and instructional focus will be made collaboratively to ensure deficiencies are addressed and students are achieving standards mastery.</p> <p>The teacher will conduct data chats with students to engage them in their own learning process and engage them in decision making, foster a sense of</p>

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					responsibility and independence, and encourage students to set short-term, self-referenced goals.
Intensive Reading	January-April	Edge Levels A, B & C <i>Tier II</i> Edge Foundations <i>Tier III</i>	FAIR Edge Tests: Placement, Cluster, Unit Reading and Literary Analysis	ELA Teacher Selected Content Areas Teachers ESE Teacher Literacy Coach	<p>Pull-Outs for Tier II & Tier III Intervention</p> <p>ELA teachers has time built-in to the master schedule to provide additional explicit instruction, practice and feedback in targeted learning strategies for those students for whom in-class strategy instruction has not yielded the impact desired. Students are pulled for intervention only during their elective classes.</p> <p>After-School Tutoring (Tier II & III)</p> <p>Beginning in January, students will be encouraged to participate in after-school tutoring for ELA twice a week. Students will be grouped by instructional level as determined by AP2 of the FAIR test and Edge Placement Test.</p>
ESOL	September - June	<ul style="list-style-type: none"> • Collections <i>Tier I</i> • Edge Levels A,B&C <i>Tier II</i> • Edge Foundations <i>Tier III</i> 	<p>ACCESS for ELL 2.0 FAIR</p> <p>Collections: Performance Assessments</p> <p>Edge Tests: Placement, Cluster, Unit Reading and Literary Analysis</p>	<p>ESOL Contact</p> <p>ELA Teacher</p> <p>Selected Content Areas Teachers</p> <p>Literacy Coach</p>	<p>Integration:</p> <p>ESOL students participate in all remedial activities for Literacy. Classroom teachers have access to Elevations and provide appropriate accommodations.</p> <p>Collaboration:</p> <p>General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Intervention:</p> <p>Provide interventions for ELLs using explicit vocabulary-building strategies linked to authentic text reading and writing</p> <p>Language Enrichment Camp</p> <p>The school will implement an after school camp where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and use of high frequency vocabulary.</p>

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SWD	September - June	Collections <i>Tier I</i> Edge Levels A, B &C <i>Tier II</i> Edge Foundations <i>Tier III</i>	FAIR Collections: Performance Assessments Edge Tests: Placement, Cluster, Unit Reading and Literary Analysis	ESE Specialist ELA Teacher Selected Content Area Teachers Literacy Coach	<p>Integration:</p> <p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. Access to IEP given to all the student’s teachers who in turn provide appropriate accommodations.</p> <p>Collaboration:</p> <p>General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that the students with disabilities are more likely to succeed in class.</p>
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*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

Deficiency:

Based on FSA ELA data 47% of students in grade 9 and 56% of 10th graders are deficient in language and editing.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	September - June	Collections <i>Tier I</i> Edge Levels A, B &C <i>Tier II</i> Edge Foundations <i>Tier III</i>	FAIR Collections Performance Assessment Edge Tests Placement Language Acquisition Rubric Unit Grammar & Writing	ELA Teacher Literacy Coach Principals	<p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move 80% of students to Tier 1.</p> <p>Core Instruction (Tier I)</p> <p>Lesson plans will be created to ensure the alignment of instruction with state standards. ELA teachers will incorporate the teaching of grammar and conventions into daily lessons using research- based strategies (e.g., reciprocal teaching, cooperative learning, targeted feedback etc.).</p> <p>Data Chats (Tier I-III)</p> <p>The Literacy Coach will hold monthly data chats with ELA teachers to focus on monitoring student progress and to guide instructional decisions. Decisions</p>

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					<p>regarding student placement, interventions and instructional focus will be made collaboratively to ensure deficiencies are addressed and students are achieving standards mastery.</p> <p>The teacher will conduct data chats with students to engage them in their own learning process and engage them in decision making, foster a sense of responsibility and independence, and encourage students to set short-term, self-referenced goals.</p> <p>Pull-Outs for Tier II & Tier III Intervention</p> <p>ELA teachers has time built-in to the master schedule to provide additional explicit instruction, practice and feedback in targeted learning strategies for those students for whom in-class strategy instruction has not yielded the impact desired. Students are pulled for intervention only during their elective classes.</p>
ELA Intensive	January-April	State Developed FSA Writing Prompt and Student Models (FSA Portal)	<p>Teacher Assessments</p> <p>Collections Performance Tasks</p> <p>FSA Rubrics</p>	<p>ELA Teacher</p> <p>Selected Content Areas Teachers</p> <p>Peer Tutors</p> <p>Literacy Coach</p>	<p>After-School Tutoring (Tier II & III)</p> <p>Beginning in January, students will be encouraged to participate in after-school tutoring for ELA Writing once a week. Students will participate in writing workshops tailored to address their individual weaknesses. Peer-tutors will assist in this process.</p>
ESOL	September - June	<p>Collections <i>Tier I</i></p> <p>Edge Levels A, B & C <i>Tier II</i></p> <p>Edge Foundations <i>Tier III</i></p>	<p>ACCESS for ELL 2.0 FAIR</p> <p>Collections Performance Assessment</p> <p>Edge Tests, Placement, Language Acquisition Rubric, Unit Grammar & Writing</p>	<p>ESOL Contact</p> <p>ELA Teacher</p> <p>Selected Content Areas Teachers</p> <p>Peer Tutors</p> <p>Literacy Coach</p>	<p>Integration:</p> <p>ESOL students participate in all remedial activities for Literacy. Classroom teachers have access to Elevations and provide appropriate accommodations.</p> <p>Collaboration:</p> <p>General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Intervention:</p>

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					<p>Provide interventions for ELLs using explicit vocabulary-building strategies linked to authentic text reading and writing</p> <p>Language Enrichment Camp</p> <p>The school will implement an after-school camp where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and use of high frequency vocabulary.</p>
SWD	September - June	<p>Collections <i>Tier I</i></p> <p>Edge Levels A,B &C <i>Tier II</i></p> <p>Edge Foundations <i>Tier III</i></p>	<p>FAIR</p> <p>Collections Performance Assessment</p> <p>Edge Tests Placement, Language and Acquisition Rubric, Unit Grammar & Writing</p>	<p>ELA Teacher</p> <p>Selected Content Areas Teachers</p> <p>Peer Tutors</p> <p>Literacy Coach</p>	<p>Integration:</p> <p>SWD participate in all remedial activities for Literacy in addition to the services they receive as per their IEP to target IEP Goals and gap skills. Access to IEP given to all the student's teachers who in turn provide appropriate accommodations.</p> <p>Collaboration:</p> <p>General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that the students with disabilities are more likely to succeed in class.</p>

*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

Deficiency:

Based on FSA EOC data 83% of students in 9th grade are deficient in Algebra I.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math Algebra 1	Aug-June				Based on 2017 FSA Pre-Algebra Grade 8 Data, it appears that students were improperly placed into Algebra 1 in 2017-2018. Despite a large percentage (68%) not scoring proficient on the Florida Math Grade 8 FSA, all students in 9 th grade, irrelevant of achievement level, were placed in Algebra 1 in 2017-2018 school year. For the current school year, 2018-2019, care was taken in placing students in Math classes. Students who are not proficient in Math as evidenced by FSA scores and the Algebra Readiness

		HOLT McDougal Florida Explorations CORE Math Algebra 1 Math Nation	MAFS Formative Assessments Teacher (PLC)- created Assessments Performance Tasks Chapter Tests and Quizzes	Math Teacher Instructional Coach	<p>Test are now offered a Liberal Arts Math Course for remediation before taking Algebra 1. The Liberal Arts Math Curriculum focuses on Algebra 1 skill clusters.</p> <p>Professional Development Teachers will participate in weekly professional learning opportunities to discuss Math Modeling Standards, Test Item Specifications, Lesson Plan Designing, Content Complexity, and CRA strategies, Using CPalms, FSA Ranges, and standard program implementation. Teachers will be developed using the state’s Depth of Knowledge (DOK) Model of Cognitive Complexity by Dr. Webb. The four-level DOK model of content complexity is a means of classifying the cognitive demand presented by standards and curriculum.</p> <p>Tier I (Core Instruction) Students will receive instruction based on the Math Florida Standards and Mathematical Standards of Practice. High Quality components will consist of Student Edition Consumables, Universal Design for Learning (UDL), Differentiated Instruction (DI), Illustrative Mathematics, Khan Academy, Math Nation, Implementation will compose of problem solving, power presentations, challenge, reteach, reading strategies, and online interactivities. All core resources are available online through myhrw.com and will be used for Tier 1 and Tier 2. Progress monitoring will use teacher/Instructional Coach created materials. The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). The school will use its database system (Renweb) to Track MAFS progression using PLC created formative assessments and CPalms formative assessments. Teachers will use Math Formative Assessment System to create tasks or problems to implement with their students, and rubrics that help the teacher interpret student responses.</p> <p>Data Chats (Tier I-III) The Math Coach will hold bi-weekly data chats with Math teachers to focus on monitoring student progress and to guide instructional decisions. Decisions regarding student placement, interventions and instructional focus will be made collaboratively to ensure deficiencies are addressed and students are achieving standards mastery. The teacher will conduct data chats with students to engage them in their own learning process and include them in decision making, foster a sense of responsibility and independence, and encourage students to set short-term, self-referenced goals.</p>
Math Intensive	August - June	Holt McDougal Florida Explorations Interventions Algebra Nation	Florida Explorations Interventions Performance Coach	Math Teacher Instructional Coach	<p>Tier 2 (Including ESE and ESOL) Students demonstrating deficiencies will receive remediation 30-40 minutes 3-5 times/week in groups of 6 or less using the supplemental resources listed. Data will be collected weekly to determine student progress and placement.</p>

		<p>Florida Standards Tutorials</p> <p>Khan Academy</p> <p>Research-based Supplemental Materials</p> <p>Performance Coach Series</p>	<p>Assessments</p>		<p>Tier 3 (Including ESE and ESOL) Progress-Monitoring data from Tier 2 will be used to guide Tier 3 instructional decision-making</p> <p>Pull Outs (Tier II-III) Math teachers have time built into their schedules for pull-outs. This instruction will last 30-35 minutes 3-5 times/week in groups of 3 or less. Note: students will be pulled from elective classes only.</p> <p>After-School Tutoring (Tier II & III) Beginning in January, students will be encouraged to participate in after-school tutoring for Math once a week. Students will participate in Math Tutoring tailored to address their individual weaknesses. Performance Coach series will be utilized in this process.</p>
ESOL	Aug-June	<p>HOLT McDougal</p> <p>Florida Explorations</p> <p>CORE Math Algebra 1</p> <p>Math Nation</p>	<p>MAFS Formative Assessments</p> <p>Teacher (PLC)-created Assessments</p> <p>Performance Tasks</p> <p>Chapter Tests</p> <p>Quizzes</p>	<p>Math Teacher</p> <p>Instructional Coach</p> <p>ESOL Contact</p> <p>ESOL Teacher</p>	<p>Integration: ESOL students participate in all remedial activities for Algebra. Classroom teachers have access to Elevations and provide appropriate accommodations. Students will also participate in pull-out groups 2 times a week/ hour sessions.</p> <p>Collaboration: General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Intervention: Provide interventions for ELLs using explicit vocabulary-building strategies linked to authentic text reading and writing focused on Algebra.</p> <p>Language Enrichment Camp An extension of ELA Language Enrichment Camp will be used to teach students Mathematical vocabulary to ensure that students develop a deep understanding of mathematical concepts. This will Provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. Teachers will use EDL Standards which maximizes an ELL's need for communication and social skills</p>

SWD	Aug-June	Holt McDougal Florida Explorations CORE Math Algebra 1 Math Nation Khan Academy	MAFS Formative Assessments Teacher (PLC)-created Assessments Performance Tasks Chapter Tests Quizzes	Math Teacher Instructional Coach ESE Contact ESE Teacher	<p>Integration:</p> <p>SWD participate in all remedial activities for Algebra in addition to the services they receive as per their IEP to target IEP Goals and gap skills via ESE and Math teacher. Access to IEP given to all the student’s teachers who in turn provide appropriate accommodations.</p> <p>Collaboration:</p> <p>General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that the students with disabilities are more likely to succeed in class.</p>
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Deficiency:

Based on FSA EOC data 70% of students in 10th grade are deficient in Geometry.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Geometry	August-June 2020-2021	Geometry Mcgraw-Hill First Edition 2014 Standards Based Instruction (MAFS)	MAFS Formative Assessments Teacher (PLC)- created Assessments Performance Tasks Chapter Tests Quizzes	Math Teacher Instructional Coach	<p>For the 2018-2019 school year, we currently do not have any students taking Geometry due to changes in the school progression plan and student performance on 2018 FSA. Our students in grade 9 and 10 are enrolled in Algebra or Liberal Arts Math. Students who demonstrate adequate performance on the FSA will take Geometry in 2020.</p> <p>In 2020 Championship Academy will offer Algebra, Liberal Arts Math, Geometry, Financial Algebra, and Algebra 2. Grade 11 students are on track to have Algebra 2 in grade 12. Grade 11 students are enrolled in a Financial Algebra course that is targeted for students who need additional instruction in content to prepare them for success in upper-level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Algebra, Geometry, Number and Quantity, and Statistics, and the Florida Standards for High School Modeling.</p>

					<p>Professional Development:</p> <p>Teachers will participate in weekly professional learning opportunities to discuss Math Modeling Standards, Test Item Specifications, Lesson Plan Designing, Content Complexity, Using CPalms, FSA Ranges, and standard program implementation They will apply The Standards for Mathematical Practice with the content standards, to prescribe that students experience mathematics as an intelligent, useful, path that makes use of their ability to make sense of problem situations. Teachers will be developed using the state’s Depth of Knowledge (DOK) Model of Cognitive Complexity by Dr. Webb. The four-level DOK model of content complexity is a means of classifying the cognitive demand presented by standards and curriculum.</p> <p>Tier I (Core Instruction)</p> <p>Students will receive instruction based on the Math Florida Standards and Mathematical Standards of Practice. High Quality components will consist of Student Editions Consumables, Universal Design for Learning (UDL), Differentiated Instruction (DI), Illustrative Mathematics, Khan Academy, Math Nation,</p> <p>Implementation will compose of problem solving, power presentations, challenge, reteach, reading strategies, and online interactivities. All core resources are available through my.hrw.com and will be used for Tier 1 and Tier 2. Progress monitoring will use teacher and Instructional Coach created assessments.</p> <p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). The school will use its database system (Renweb) to Track MAFS progression using PLC created formative assessments and CPalms formative assessments. Teachers will use Math Formative Assessment System to create tasks or problems to implement with their students, and rubrics that help the teacher interpret student responses.</p>
Math Geometry Intensive	Aug- June 2020-2021	Geometry Mcgraw-Hill First Edition 2014 Standards Based Instruction (MAFS) Khan Academy Florida Standards Tutorials Performance Coach Series	Florida Explorations Interventions Florida Standards Tutorials Performance Coach Assessments	Math Teacher Instructional Coach	<p>Tier 2 (Including ESE and ESOL) Students demonstrating deficiencies will receive remediation -30-40 minutes 3-5 times/week in groups of 6 or less using Data will be collected weekly to determine student progress and placement.</p> <p>Tier 3 (Including ESE and ESOL) Progress-Monitoring data from Tier 2 will be used to guide Tier 3 instructional decision-making.</p>

					<p>Pull-Outs for Tier II & Tier III Intervention Math teachers have time built into their schedules for pull-outs. This instruction will last 30-35 minutes 3-5 times/week in groups of 3 or less. Note: students will be pulled from elective classes only.</p> <p>After-School Tutoring (Tier II & III) (Including ESE and ESOL) Beginning in January, students will be encouraged to participate in after-school tutoring for Math once a week. Students will participate in Math Tutoring tailored to address their individual weaknesses. Performance Coach series will be utilized in this process.</p>
ESOL	August-May-2020-2021	Geometry Mcgraw-Hill First Edition 2014 Standards Based Instruction (MAFS)	MAFS Formative Assessments Teacher (PLC)- created Assessments Performance Tasks Chapter Tests	Math Teacher Instruction Coach ESOL Contact ESOL Teacher	<p>Integration: ESOL students participate in all remedial activities for Geometry. Classroom teachers have access to Elevations and provide appropriate accommodations. Students will also participate in pull-out groups 2 times a week/ hour</p> <p>Collaboration: General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that ESOL students are more likely to succeed in class. Geometry Data will be collected at weekly, possibly more frequently depending on student needs.</p> <p>Intervention: Provide interventions for ELLs using explicit vocabulary-building strategies linked to authentic text reading and writing focused on Geometry</p> <p>Language Enrichment Camp An extension of ELA Language Enrichment Camp will be used to teach students Mathematical vocabulary to ensure that students develop a deep understanding of mathematical concepts. This will Provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language</p>

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					necessary for academic success. Teachers will use EDL Standards which maximizes an ELL's need for communication and social skills
SWD	September-June 2020-2021	Geometry Mcgraw-Hill First Edition 2014 Standards Based Instruction (MAFS) Math Nation Khan Academy	MAFS Formative Assessments Teacher (PLC)- created Assessments Performance Tasks Chapter Tests	Math Teacher Instruction Coach ESE Contact ESE Teacher	<p>Integration:</p> <p>SWD participate in all remedial activities for Geometry in addition to the services they receive as per their IEP to target IEP Goals and gap skills via ESE and Math teacher. Access to IEP given to all the student's teachers who in turn provide appropriate accommodations.</p> <p>Collaboration:</p> <p>General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that the students with disabilities are more likely to succeed in class.</p>

Based on FSA EOC data 50% of students participating in the exam are deficient in Biology.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Biology	2020-2021	HMH Biology Florida HMH Differentiated Instruction Support HMH Biology Lab Kits <i>Tiers I-III</i>	HMH Biology Florida Assessments: Diagnostic Tests, Section Quizzes, Chapter Test (B) <i>Tier I & II</i> Chapter Test (A) <i>Tier III</i> Alternative Assessments <i>Tier III</i>	Science Teacher ESE Teacher Instructional Coaches Principal	<p>Note: We do not currently have any students taking Biology as we are in the process of adjusting our progression plan to mirror that of the district.</p> <p>Our current 10th grade students took Biology last year while our 11th graders have taken both Biology and Chemistry. Therefore, this year, we are offering our 9th, 10th and 11th graders Environmental Science.</p> <p>Beginning in the 2019-2020 school year, incoming 9th graders will take Environmental Science, 10th graders will take Biology, 11th graders will be offered Chemistry and 12th graders Physics.</p> <p>The school will keep track of student deficiencies using MTSS (Multi-Tiered System of Supports). Students will receive interventions through small group instruction in the classroom. The teacher will implement the RTI process and track student progress in efforts to move 80% of students to Tier 1.</p>

					<p>Professional Development:</p> <p>Science teachers will participate in all relevant, district-run science training. Teachers are also encouraged to pursue professional development opportunities provided through CPALMS in addition to their required participation in weekly PLC meetings.</p> <p>Core Instruction (Tier I)</p> <p>Lesson plans will be created to ensure the alignment of instruction with state standards. Science teachers will implement highly-effective, evidence-based instructional strategies to help students master Biology concepts. All Science courses include a lab or experiential component designed to reinforce key concepts and challenge students to collaborate, strategize, construct, think critically, and evaluate using the scientific method. Students will interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models.</p> <p>Data Chats (Tier I-III)</p> <p>The teacher will conduct data chats with students to engage them in their own learning process and engage them in decision making, foster a sense of responsibility and independence, and encourage students to set short-term, self-referenced goals.</p> <p>Tier II & Tier III Intervention</p> <p>Science teachers will provide additional explicit, small group instruction, practice and feedback in targeted learning strategies for those students for whom whole-class strategy instruction has not yielded the impact desired. Additional online remediation assignments can be prescribed by the teacher to address specific areas of weakness both within the HMM program and through CPAMS Standard-Specific Student Tutorials. HMM Biology Florida Alternative Assessments and teacher-created formative assessments will be used to monitor student progress.</p>
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ESOL	2020-2021	HMH Biology Florida, HMH Differentiated Instruction Support, HMH Biology Lab Kits <i>Tiers I-III</i>	HMH Biology Florida Assessments: Diagnostic Tests, Section Quizzes, Chapter Test (B) <i>Tier I & II</i> Chapter Test (A) <i>Tier III</i> Alternative Assessments <i>Tier III</i>	Science Teacher ESOL Teacher Instructional Coaches Principal	<p>Integration:</p> <p>ESOL students participate in all Science instruction and remedial activities. Science teachers have access to Elevations and provide appropriate accommodations.</p> <p>Collaboration:</p> <p>General education teachers and ESOL contact will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that ESOL students are more likely to succeed in class.</p> <p>Intervention:</p> <p>Provide interventions for ELLs using explicit vocabulary-building strategies linked to authentic text reading and writing</p> <p>Language Enrichment Camp</p> <p>An extension of ELA Language Enrichment Camp will be used to teach students Scientific vocabulary to ensure that students develop a deep understanding of Scientific concepts through multiple exposure. Teachers will provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success</p>
SWD	2020-2021	HMH Biology Florida, HMH Differentiated Instruction Support, HMH Biology Lab Kits <i>Tiers I-III</i>	HMH Biology Florida Assessments: Diagnostic Tests, Section Quizzes, Chapter Test (B) <i>Tier I & II</i> Chapter Test (A) <i>Tier III</i>	Science Teacher ESE Specialist Instructional Coaches Principal	<p>Integration:</p> <p>SWD participate in all remedial activities for Science in addition to the services they receive as per their IEP to target IEP Goals and gap skills. Access to IEP given to all the student’s teachers who, in turn, provide appropriate accommodations.</p>

					<p>Collaboration:</p> <p>General education teachers and ESE Specialist will collaborate, using assessment data to inform their instruction. They will identify skills the interventionists could pre-teach so that the students with disabilities are more likely to succeed in class.</p>

*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

6. Approved Educational Program

Identify each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract.

<p>The charter application for Championship Academy of Distinction High-5219 states the following:</p> <ul style="list-style-type: none"> • The high school will use Florida Assessment for Instruction in Reading (FAIR) for progress monitoring three times a school year (Fall, Winter and Spring). However, until the current year, the high school had not opted in to use the assessment. In its stead, we continued to use the iReady program for our 9th graders. • The School will also use the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment tool or similar, which is a state-aligned computer-based testing system that adapts to the child in real-time as the test progresses for a pinpoint picture of learning achievement and readiness. NWEA's MAP is fully correlated to the FL Standards. (Note: We do not plan to implement this as we will be using the FAIR as our required progress monitoring program) • ... both experiential learning opportunities coupled with a strong academic foundation results in the establishment of the following academies, or schools-within-the school: <ul style="list-style-type: none"> • Entrepreneurship • Wellness Science • Forensics <p>These academies will be complimented by weekly, school-wide meetings that are intentionally designed to be participatory, engaging, and will run in a congress-like fashion where students will debate a proposed assertion weekly.</p> <ul style="list-style-type: none"> • The School will provide the following opportunities for ELL students what are below grade level. These are provided in addition to the instruction in the classroom. The ELL student will be provided with the opportunity to participate in the following: <ul style="list-style-type: none"> ○ Language Enrichment Program (The school will seek approval from the ESOL department to be part of the Language Enrichment Program.) ○ Extended Day Program – If the school does not qualify to participate in the district offered Language Enrichment Program through Title III, it will still offer a before school and after school program for the ELLs who have concerns that are solely based on

- language as revealed by the data gathered (ACCESS, IPT, K-TEA (administered by the district if applicable upon request), FSA/FCAT and teachers’ observations and recommendation)
- Peer Tutoring – The School will encourage bilingual students (fluent in both languages – English and Native Language) to volunteer as peer tutors and have them earn points for such participation before school and after school with the supervision of an ESOL Endorsed teacher
 - Home-School Collaboration – The school will involve the parents or guardians to ensure that they reinforce the interventions provided by the school for their ELL children who are below grade level. The parents will be convened as a team to be given clear orientation on the activities they can provide at home. Online and offline resources will be made accessible for the parents or guardians to be able to help the ELL student at home.

7. Addressing Identified Deficiencies

Provide a **detailed** plan for addressing the identified **deficiencies** that would be resolved using the programs not yet implemented and listed in **part 6**, should those programs be implemented in the coming school year. Include specific actions, person responsible, resources needed, and timeline. Explain how each program will be implemented in the future. Explain how teachers will be prepared for implementation. Or, if the program(s) will not be implemented, confirm if another program will replace it. If no additional program(s) will not be implemented, confirm this in the space provided below.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	Sept-May		FAIR		The school will use FAIR progress monitoring thereby improving available student achievement data to drive instruction and identify students in need of remediation or enrichment.

**Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately*

8. Barriers to Student Success

Identify other **barriers** to student success by providing a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline. Barriers should be listed and addressed individually. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, and/or limited professional development. See sample provided in appendices.

Barrier:

The school has identified high teacher turn-over as a barrier.

Area	Barrier	Person Responsible	Action Steps:
<p>Faculty</p>	<p>In 2016, 25% of teachers did not return for the 2017-2018 school year. This year, all of our teachers are new to the school.</p>	<p>Principal, Governing Board</p>	<p>I: Build a Culture of Mutual Feedback for Continuous Improvement Build a culture of feedback for continuous improvement – one that includes both administrator feedback to teachers, and teacher feedback to school leadership.</p> <ul style="list-style-type: none"> • Communicate clear, written expectations for effective teaching, and train teachers on these expectations. • Conduct regular classroom observations that include feedback around these clear expectations. • Provide professional development opportunities based on weaknesses identified through evaluations • Establish a direct communication link between teachers and the board of directors regarding administrator performance • Solicit feedback from departing teachers, via exit interviews or surveys. <p>II: Protect Teachers’ Time Teaching Be vigilant about protecting teacher planning time so that they can focus on their craft.</p> <ul style="list-style-type: none"> • Identify activities that are not directly related to high-quality instruction. Eliminate them where possible. • Of those that can’t be eliminated, find ways to shift resources to take these responsibilities off teachers’ plates. <p>III. Establish Clear Career Pathways for Teachers Outline a clear career ladder by which teachers can earn additional leadership opportunities over time, and are supported for this growth and compensated accordingly.</p> <ul style="list-style-type: none"> • Analyze the ways that leadership roles are distributed currently, and gather teacher input on the types of

			<p>leadership roles that would be meaningful to them and beneficial to students</p> <ul style="list-style-type: none"> • Where they don't exist, develop career ladders for teachers that include opportunities for professional development and compensation • Ensure that school administrators are working with teachers to identify goals and helping them develop career plans <p>IV. Establish Practices That Respond to the Personal Needs of Teachers</p> <p>Work with individuals to try and create a schedule that allows them to fulfill their personal responsibilities while maintaining as full a presence at school as possible.</p> <ul style="list-style-type: none"> • Collect teacher feedback on your current schedule, and solicit ideas for adjusting the schedule to meet teachers' needs without sacrificing instruction. • Solicit teacher feedback on norms that could create a culture of work-life balance. • Implement a plan for teacher appreciation.
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**Copy/Paste the above chart as many times as needed to address each barrier separately.*

Barrier:
The school has identified lack of technology as a barrier.

Area	Barrier	Person Responsible	• Action Steps:
Technology	Lack of technology hindered our ability to provide students with practice on Computer-based assessments and infrastructure issues persisted throughout the FSA testing window. Lack of technology in the classroom hinders student motivation and engagement as well as instant access to information.	Principals, Governing Board, IT Specialist	<ul style="list-style-type: none"> • We used the Charter School Program (CSP)- Grant to purchase laptops, laptop carts, as well as Smart Boards for the High School. That along with improved access to internet (pending installation) should go a long way toward mitigating the current lack of technology. <p>Our Professional Development Plan will include a technology component to train and encourage teachers to make the most of the technology available</p>

Barrier:

The school has identified lack of parental involvement as a barrier.

Area	Barrier	Person Responsible	• Action Steps:
<p>Parent Inv.</p>	<p>Lacking in parent involvement/participation</p>	<p>Principals, Governing Board, Faculty and Staff, Community Partners, District Services</p>	<p>I. Provide a welcoming environment. Provide professional development for all office personnel on the Customer Service</p> <p>II. Provide Parent, Learning Opportunities Identify and develop partnerships with community-based organizations that are experienced and capable of assisting CAD efforts by providing parent education training, resources, and materials. Including College and Career Readiness, 21st Century Parenting, as well as all District resources for parents.</p> <p>III. Communication Ensure that CAD staff utilize the tools, protocols, and materials provided to implement the following best practices:</p> <ul style="list-style-type: none"> • Systems to inform parents about academic goals, class work, grades, and homework. Including Renweb, Remind and email. • Communication in a format and language parents understand. • Clear two-way channels for communications from home to school and from school to home. Including phone calls, emails and in-person. • Facilitation for parent participation by providing interpreters and translated materials, setting convenient meeting times, and seeking parent input via surveys about how to best communicate with them • Mechanisms for parents to document concerns and for concerns to be addressed. Including suggestion boxes, parent meetings and surveys. • Ample opportunities for parents and teachers to communicate and build positive relationships. Including “Meet and Greet”, Open House, Quarterly Conferences, Parent Learning Nights etc.

Barrier:

The school has identified insufficient teacher training as a barrier.

Area	Barrier	Person Responsible	<ul style="list-style-type: none"> • Action Steps:
<p>Teacher Training</p>	<p>With a staff of new teachers, there is increased need for extensive and targeted professional development.</p>	<p>Principal, Instructional Coaches, ESE specialist, ESOL coordinator, District Resources</p>	<ul style="list-style-type: none"> • All faculty members will collaborate with coaches and administrators to develop a Professional Growth Plan • We will more opportunities for staff to collaborate and learn strategies and share best practices to achieve our academic goals • Instructional Coaches will plan and provide content-specific, research-based, professional development in response to the needs of the faculty • We will increase participation in District PD's. by 50% • New and struggling teachers will be provided with qualified and trained peer mentors to provide ongoing support • All teachers will participation in Professional Learning Communities and provide time for teachers to participate. • Administrators, mentors and coaches will conduct frequent classroom visits to provide feedback and follow up meetings for teachers to reflect on their practice • Teachers will meet with coaches and administrators for Data chats to ensure that instructional decisions are targeting student needs.

9. Student Achievement Outcomes

Provide a description of specific student achievement outcomes to be achieved using the S.M.A.R.T. Goal(s) chart below.

Specific <i>(What outcomes do you want to achieve?)</i>	Measurable <i>(numbers and timelines to the goal)</i>	Achievable <i>(based on existing figures and research)</i>	Relevant/Realistic <i>(goal in line with school's broader goals)</i>	Timely/Timeline <i>(goal measurable over specific period of time)</i>	Person Responsible
Improve 9th grade proficiency rate in ELA	Increase scores by 7 percentage point	Overall proficiency scores will increase from 43% in 2018 to 50% on FSA ELA	Increased student proficiency will increase the school's overall academic achievement level	August-May	ELA Teacher Literacy Coach All Content Area Teachers Principals
Improve 10th grade proficiency rate in ELA	Increase scores by 8 percentage points	Overall proficiency will increase from 37% in 2018 to 45% on FSA ELA	Increased student proficiency will increase the school's overall academic achievement level	August-May	ELA Teacher Literacy Coach All Content Area Teachers Principals
Improve 11th grade proficiency rate in ELA	Increase scores by 10 percentage points	Overall proficiency will increase from 21% 2018 to 31% on FSA ELA	Increased student proficiency will increase the school's overall academic achievement level	August-May	ELA Teacher Literacy Coach All Content Area Teachers Principals
Improve 9th grade proficiency rate in Algebra 1	Increase scores by 27 percentage points	Overall Proficiency will increase for 18% 2018 to 45% on Algebra 1 EOC	Increased student proficiency will increase the school's overall academic achievement level	August-May	Math Teacher Math Coach Principals
ESOL students will show an increase in English Language Proficiency	5 percentage point increase in language proficiency	Individuals will demonstrate a 5% growth on the ACCESS 2.0 in 2019 when compared to 2018 scores	Increasing learning gains for this group will increase the school's overall academic achievement level	August-March	ELA Teacher ESOL Interventionist Literacy Coach Principals
FSAA students will show learning gains	5 percentage point increase in learning gains	Individual learning gains will increase by 5% as measured by the 2019 FSAA in ELA as compared to the 2018 score	Increase learning gains for this student will increase the school's overall academic achievement level	August - May	ESE Specialist Instructional Coaches All Content Area Teachers Principals
ESE students will show an increase in learning gains	5 percentage point increase in learning gains	Individual learning gains will increase by 5% as measured by the 2019 FSA ELA as compared to 2018 scores	Increasing learning gains for this group will increase the school's overall academic achievement level	August-May	ESE Specialist Instructional Coaches All Content Area Teachers Principals

PART 3: Parent and Family Engagement Action Plan

Strategies and Activities to Increase Parent Participation

State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?). Address the needs of all subgroups and grade bands.

Parent and Family Engagement Goal: <i>(Based on the analysis of available parent involvement data, identify and define an area in need of improvement.)</i>					
By June 2019, increase by 20% the total level of parent participation in school program (either by increased levels of participation in existing programs or by increasing the number of programs).					
Specific Action/Event	Timeline	Resources Needed	Evaluation Tool <i>(questionnaires, sign-in sheets, etc.)</i>	Person Responsible	Strategies and Activities to increase student Achievement <i>(explain how this activity strengthens/impacts parental involvement efforts on student learning)</i>
Meet and Greet	August	Flyers Email Website	Flyers, sign-in sheets, agenda, Parent Feedback	Principals, Faculty, Staff	According to research, when parents are involved at school, the performance of all the children at school, not just their own, tends to improve. This event gives the parents an opportunity to begin to forge relationships with teachers and staff.
Open House	September	Flyers Email Website	Sign-in Sheet Feedback Forms	Principals, Faculty, Staff	Students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. This event provides parents with valuable information about their child’s classes and what is required for academic success.
Parent-Conference Nights	November , January & April	Signup Genius, Sign-in Sheet, Parent Conference forms	Sign-in sheets,	Principals, Faculty, Staff	Students whose parents provide supportive learning environments at home achieve more academic success. Inviting parents to come in regularly (not just once a problem arises) to speak one-on-on to their child’s teacher regarding the child’s progress provides the opportunity for teachers and parents to create strategies that bridge home and school.
Parent Newsletter	September -June	Email, website	Parent feedback	Principals, IT specialist	The more comprehensive the partnership between school and home, the higher the student achievement. Monthly newsletters emailed to parents and posted on our website facilitate the dissemination of vital information to help parents remain current and involved with their child’s education.
Renweb Parents’ Web	Ongoing	Application download/web	Parent sign up	Principals, Guidance Counselor ESE and ESOL Specialist	Parents’ Web is a private and secure portal that allows parents/guardians to see information specific to their children including Student/Family Information portions, Contact Information, Lunch Ordering, Report Cards and more. Teachers are able to communicate with parents via email messages and notes.

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				Teachers	
Remind messaging Ap	Ongoing	Application download and sign up	Parent sign up	Teachers	Remind is a free messaging ap used by all our teachers as a way to keep families up to date with what's happening in the classroom. Teachers can send messages to an entire class, smaller groups, or individuals.
Regular Communication	Ongoing	Flyers, email, website, phone calls, letters	Parent feedback	Principals, Guidance Counselor ESE and ESOL Specialist Teachers Staff	Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.
ESOL Leadership Council	Ongoing	Flyers Email Website	Sign-in Sheets	Principals, ESOL Coordinator District Staff	The ESOL Leadership Council is a parent group open to all multilingual families to provide valuable information and help identify educational needs and priorities of ELLs
Parent Outreach Office	Ongoing	Flyers Email Website	Copies of Sign-in sheets	Principals, ESOL Coordinator District Staff	The Parent Outreach Office provides services to bilingual parents, ESOL students and community organizations to ensure the integration of bilingual families into Broward County Public Schools (BCPS).
Junior Parent Night College Planning	Spring	Power-Point District BRACE Resources	Sign-in sheet	Principals, Guidance Counselor	Ensuring that parents are informed about and supported through the process of college planning increases the likelihood that students will graduate with the credits necessary for acceptance to college.
Parent Information Night/ Graduation Requirements	Spring	Flyers Power-Point District Resources	Sign-in sheet Exit Survey	Principals, Guidance Counselor ESE and ESOL Specialist	Students and parents should know their requirements and regularly monitor their progress toward earning a diploma.
FASFA Application Assistance	October - February	https://www.browardschools.com/FAFSA	Sign-in sheets Student Surveys	District High School Counselors and BRACE Advisors	The Free Application for Federal Student Aid (FAFSA) is used to apply for federal student aid, such as federal grants, work-study, and loans. High School Counselors and BRACE Advisors aid parents and students with completing the application.
Exceptional Student Learning Support Division	Ongoing	Florida Diagnostic Learning Resources System (FDLRS)	Copies of Sign-in sheets	Principals, ESE Specialist District Staff	Provides programs and services for individuals working with students with disabilities (SWD), their families, and support agencies.

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Exceptional Student Learning Support Division	On going	Parent Education Network (PEN) Project	Parent Surveys	Principals, ESE Specialist District Staff	Parent Training Information (PTI) center for Broward. These PTI services help to ensure that parents of children with the full range of disabilities have the training and information they need to prepare their children for not only school, but to be able to lead productive, independent lives to the fullest extent possible.
Parent Webinar FDLRS	October	Florida Diagnostic Learning Resources System (FDLRS)	Parent Registration Records	Principals, ESE Specialist District Staff	A webinar for parent(s) and guardian(s) to learn more about dyslexia. Participant will explore what dyslexia is and is not, recognize signs of reading difficulty at home, understand the emotional impact of dyslexia, and ways to support and assist individuals experiencing dyslexia.
South Florida Gifted and Talented Symposium: E ³ : Engage, Enrich, Empower	November	District Resources	Parent Survey	Principals, ESE Specialist District Staff	parents will have the opportunity to network and learn in a forum dedicated to strategies and practices that foster self-directed, motivated, and independent learners in real-world learning environments with "no ceilings".

PART 4: Early Warning System Data (K-12)

Provide Early Warning Systems Data for all students who meet the criteria below. Enter the number of students meeting each indicator by grade level. Some students may exhibit more than one indicator.

Indicators	Grade __9__	Grade __10__	Grade _____	Grade _____	Totals
Attendance below 90 percent	2.6	9.5			12.1
One or more suspensions	0	0			0
Course failure in ELA or Math	89.7	100			189.7
Level 1 on statewide assessment	35.9	33.3			69.2
Students exhibiting two or more indicators	38.5	42.9			81.4

Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:

Championship Academy of Distinction's interventions are tiered to support various levels of students' need. Based on these early warning indicators, students are placed into tiers of support through the MTSS process. The MTSS team monitors these students and their associated data and responds with appropriate, targeted interventions and support. Students receive intervention strategies based on their individual needs. The data team continues to collect data to evaluate the effectiveness tiered intervention. Collected data are used for making student-level decisions, and for making decisions about what works, for whom, and under what circumstances.

Suspensions:

Currently Championship Academy does not have any students who fall under this category. However, if a student exhibits warning signs based on behavior, the instructional support team will work to create a positive behavior support plan, utilizing the PBIS tiered system. The administrators and counselor support all interventions and tracks the data to monitors students' progress.

Excessive Absences:

For students with excessive absences, parent will receive a phone call from the school. If absences persist, Parent will receive a letter (in English and their home language) from the school indicating that the student has missed X days of school. The parent will be required to meet with the assistant principal, school guidance counselor (ESOL or ESE specialist if applicable) to discuss their child's attendance and to identify any supports that are needed to encourage a change in attendance though the creation of an action plan. If absences persist, the school will contact the school social worker.

Course Failure:

If a student exhibits warning signs based on academics or assessment scores, students receive intervention strategies in the classroom such as differentiated instruction, guided course placement to ensure appropriate scheduling, and supplemental instruction outside of the classroom.

For students in need of course recovery, the guidance counselor will work with the parents and student to enroll them for the required course. The counselor will monitor the student's progress, and the student will be assigned a subject-specific teacher to help as needed.

Level 1 or 2

To address the needs of students performing on a level 1 or 2 in ELA and/or Math, the following tiered interventions have been put in place:

- Tier I is high-quality, evidence-based primary, or core, classroom instruction provided to all students.
- Tier II intervention in English/LA concentrated-on vocabulary, comprehension, and study skills and/or Math remediation
- Tier III reading intervention focused predominantly on phonics and decoding and/or Math intervention basic computation

Note: for Tier II and Tier III interventions, the master schedule has been built to allow teachers time to “pull-out” small groups and/or individuals from elective classes to provide focused instruction.

While our ELL and ESE students participate in all these interventions as needed, they also receive additional support from our ELL and ESE specialists.

PART 5: MTSS/RtI Action Plan

Provide Tier II and Tier III intensive intervention strategies and activities to be implemented that will increase student achievement, Social/Emotional Learning, and positive behavioral outcomes for all students, based on the analysis of student achievement data. Create an action plan to address the multi-tiered systems of support that will be implemented to target students’ academic, social/emotional, and behavioral needs. The plan should address the deficiencies of all FSA Level 1 and 2 students with academic needs, as well as, those in need of behavioral support. Supplemental materials used to support ELL learner should be identified as well.

Multi-Tiered Systems of Support:						
Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention <i>(how often and for how long will the intervention occur)</i>	Timeline <i>(over what span of time will the intervention take place)</i>	Curriculum <i>(what research-based resources will be used)</i>	Progress Monitoring <i>(what progress monitoring tool(s) will be used to assess the response to intervention)</i>	Person Responsible <i>(who will conduct/monitor the intervention)</i>
Literacy	<input type="checkbox"/> Small group intensive	2-3 times a week 35 min. each <i>Pull-Out of Elective Classes</i>	Every 4-6 weeks, data team will reassess student placement	Tier II : Hampton-Brown Edge: Reading, Writing, & Language Levels A, B, & C as determined by Edge placement test	<ul style="list-style-type: none"> • Edge: Weekly Cluster Test • Teacher-made formative assessments 	ELA Teacher, ESE Specialist, ESOL Coordinator, Literacy Coach
	<input type="checkbox"/> Individual intensive	4-5 times a week 50 min. each <i>Pull-Out of Elective Classes</i>	Every 4-6 weeks, data team will reassess	Tier III: Hampton-Brown Edge: Fundamentals	<ul style="list-style-type: none"> • Edge: Cluster Test 	ELA Teacher, ESE Specialist, ESOL Coordinator, Literacy Coach

			student placement		• Teacher-made formative assessments	
Math	<input type="checkbox"/> Small group intensive	3-5 times a week 30-35 min. each	Every 4-6 weeks, data team will reassess student placement	Tier II: Holt McDougal Florida Explorations Interventions CPALMS Student Tutorials	Progress Monitoring will be collected at least weekly, possibly more frequently depending student needs. Teacher-made formative assessments, Florida Explorations Interventions	Math Teacher, ESE Specialist, ESOL Coordinator, Math Coach
	<input type="checkbox"/> Individual intensive	3-5 times a week 30-35 min. each	Every 4-6 weeks, data team will reassess student placement	Tier III: McDougal Florida Explorations Interventions CPALMS Student Tutorials Khan Academy	Progress Monitoring will be collected at least weekly, possibly more frequently depending student needs. Teacher-made formative assessments	Math Teacher, ESE Specialist, ESOL Coordinator, Math Coach
Science	<input type="checkbox"/> Small group intensive	1-2 times a week 30 min each Classroom Stations	Every 4-6 weeks, data team will reassess student placement	Tier II Teacher-made Biology EOC Review Packet Houghton Mifflin Harcourt Florida Biology Benchmark Review and Practice	Teacher-made formative assessments HMH Assessments	Select Teachers, ESE Specialist, ESOL Coordinator, Instructional Coaches

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	<input type="checkbox"/> Individual intensive	2-3 times a week 45 minutes Before-School Tutoring	Every 4-6 weeks, data team will reassess student placement	Tier III Teacher-made Biology EOC Review Packet Houghton Mifflin Harcourt Florida Biology Benchmark Review and Practice	Teacher-made formative assessments HMH Assessments	Select Teachers, ESE Specialist, ESOL Coordinator, Instructional Coaches
Social Studies	<input type="checkbox"/> Small group intensive	1-2 times a week 25 min. each Classroom Stations	Every 4-6 weeks, data team will reassess student placement	HMH Core Resources EOC Item Specs CPALMS Student Tutorials	HMH Assessments	Social Studies Teacher, ESE Specialist, ESOL Coordinator, Instructional Coaches
	<input type="checkbox"/> Individual intensive	2-3 times a week 35 min each Before-School Tutoring	Every 4-6 weeks, data team will reassess student placement	Tier III Gateway to U.S. History Gateway to World History	Gateway: End of Chapter Assessments	Social Studies Teacher, ESE Specialist, ESOL Coordinator, Instructional Coaches
Behavioral	<input type="checkbox"/> Small group intensive	Daily	Reevaluation is ongoing until behavior goals are met	Tier II: PBIS-Teach Social Skill, Relationship Skill & Conflict Resolution	Weekly Progress Report	Counselor, administrators and ESE/ESOL Specialist
	<input type="checkbox"/> Individual intensive	Daily	Reevaluation is ongoing until behavior goals are met	Tier III: PBIS-Teach Coping Skills, Anger Management, Social Skill, Relationship Skill & Conflict Resolution	Check-in, Check-Out (CICO) Form	Counselor, administrators and ESE/ESOL Specialist

Social/Emotional Learning	<input type="checkbox"/> Small group intensive	2 times a week 20 min. each	Reevaluation is ongoing until behavior goals are met	Tier II: SEL Provide Social and Emotional Competency Instruction: Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making	Weekly Progress Report Self-Assessment Surveys	Counselor, administrators and ESE/ESOL Specialist
	<input type="checkbox"/> Individual intensive	Daily	Reevaluation is ongoing until behavior goals are met	Tier III: SEL Provide Social and Emotional Competency Instruction: Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making	Check-in, Check-Out (CICO) Form Self-Assessment Surveys	Counselor, administrators and ESE/ESOL Specialist
ELL and ESE students participate in all Tiered interventions above.						

PART 6: Graduation Rate Data

Provide specific student achievement outcomes (based on student achievement data) and identify strategies that will be implemented to support an increase in graduation rates. Be sure to include percentages for both in-cohort and post-cohort students.

We anticipate our 1st graduating class will be the class of 2020.

Student Measurable Outcomes			
Provide specific student achievement outcomes (based on student achievement data) for the following years:			
Baseline Data 2017-18	2018-19	2019-20	2020-21
In- Cohort Student Achievement Data			

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FSA/ End Of Course Examination Scores		Concordance/Comparative Scores (i.e. ACT, SAT, PERT):	
2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)	2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
Graduation Data:			
2018 Number of Students That Graduated In-Cohort:	2018 Percent of Students That Graduated In-Cohort: n/a	2019 Expected Number of Students That Will Graduate In-Cohort: n/a	2019 Expected Percent of Students That Will Graduate In-Cohort: n/a
Post- Cohort Student Achievement Data			
Post-Cohort FSA/End of Course Retake Assessments:		Post-Cohort Concordance/Comparative Scores (i.e. ACT, SAT, PERT):	
2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)	2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
Graduation Data:			
2018 Number of Students That Graduated Post-Cohort:	2018 Percent of Students That Graduated Post-Cohort:	2019 Expected Number of Students That Will Graduate Post-Cohort:	2019 Expected Percent of Students That Will Graduate Post-Cohort:

Graduation Rate Action Plan

State the strategies and activities to be implemented that will increase graduation rates, as well as, support post-secondary college/career readiness. Include all applicable goals and indicate whether the strategies or activities are before school, during school, or after school. Include strategies that will address FSA proficiency (including retake assessments), concordant/comparative scores, and acceleration success.

Strategies to Improve Graduation Rates:
Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.

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Action Steps	Person Responsible	Resources needed	Timeline
<i>Example: Conduct FSA and EOC Retake assessment practice during Saturday Academy for juniors and seniors</i>	<i>Literacy Coach Selected Content-Area Teachers</i>	<i>FSA Reading Practice Materials EOC Subject-Area Practice Materials Reading Plus</i>	<i>November 2018-May 2019</i>
Conduct targeted pull-outs for student needing to retake the Algebra 1 EOC	Math Teacher	Algebra 1 Textbook Teacher-made material	September -November
Conduct intensive reading pull-outs for students who scored 1’s and 2’s on FSA	ELA/Reading Teacher	Edge	September –March
Provide course recovery through Florida Virtual Schools	Guidance Counselor Select Teachers	Computer Lab	Sept-June
Junior Parent Night College Planning	Principals, Guidance Counselor	Power-Point District BRACE Resources	Spring
Parent Information Night/ Graduation Requirements	Principals, Guidance Counselor ESE and ESOL Specialist	Flyers Power-Point District Resources	Spring
FASFA Application Assistance	District High School Counselors and BRACE Advisors	https://www.browardschools.com/FAFSA	October - February
PSAT Assessment	Test Chairperson Principals	PSAT Testing Materials	October
Grade-Level Meetings Graduation Requirements	Guidance Counselor Principals	Flyers Power-Point District Resources	Fall and Spring
<p>Describe strategies for improving student readiness for post-secondary level based on the implementation of “Acceleration Success” programs such as AP, IB, AICE, dual enrollment, and/or Industry Certification:</p> <p>As our numbers grow and we add 12th grade students, we plan to work with Broward College and BCPS to offer Dual-Enrollment classes to eligible student. When hiring new teachers, we will prioritize recruiting teachers who are eligible to teach AP courses with a view to offering AP classes. In addition, students are offered the opportunity to take elective classes not offered at the school on Florida Virtual Schools with the supervision of select teachers. Our future seniors will participate in Registration Fairs to encourage them to register for the SAT/ACT. The Guidance Counselor will facilitate the application for free and reduces lunch waivers for tests and college applications.</p>			

APPENDICES

- **Title 1 Addendum – page 13**
- **Deficiency Examples – page 16**
- **Barrier Examples – page 21**
- **Student Achievement Outcome Example – page 23**

PART II: TO BE COMPLETED BY TITLE 1 SCHOOLS ONLY

Complete School Name:	Principal Name:
School Location Number:	Grade Levels Served:

1. COMPREHENSIVE NEEDS ASSESSMENT:

A comprehensive needs assessment of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation of the state academic content standards

*Provide a **detailed** description of the process used to conduct the comprehensive needs assessment for this school.*

2. STATE CERTIFIED TEACHERS

*Provide a **detailed** description of the strategies that will be used to attract state certified teachers.*

*Provide a **detailed** description of the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.*

3. PARENTAL INVOLVEMENT

*Provide a **detailed** description of how parents will be involved in the design, implementation, and evaluation of the school-wide Title 1 program*

Provide a ***detailed*** description of how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision-making opportunities about their child's education.

Provide a ***comprehensive*** list of specific training activities and decision-making opportunities for parents. Include meeting dates for the planning, implementation and evaluation of the Family Involvement Policy/Plan and School-Parent Compacts.

Provide a ***detailed*** description of the annual parental evaluation of the school-wide Title I program and how this information is will be used to improve the plan.

Provide a ***detailed*** description of your school's volunteer and business community partnership programs.

4. TRANSITIONING FROM EARLY-CHILDHOOD TO ELEMENTARY SCHOOL

Provide a ***detailed*** description of the plan for assisting pre-school children transitioning from early-childhood programs to local elementary school programs, as applicable. The following information should be included:

- *Informing parents of readiness skills during Kindergarten Round-Up*
- *Offering pre-school programs and collaborating with kindergarten teachers regarding grade level expectations*
- *Meeting with local pre-school programs to discuss readiness for transitioning students*
- *Implementing a staggered start schedule during the first week of school*
- *Allowing classroom visitations for transitioning students and their parents*

5. COORDINATION OF SERVICES

Provide a **detailed** description of how **federal, state, and local services and programs** will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training. **Each section should be completed.**

Title I, Part A:
Title I, Part C- Migrant:
Title I, Part D –Neglected and Delinquent:
Title II – Professional Development:
Title III - ESOL:
Title X- Homeless:
Supplemental Academic Instruction (SAI):
Violence Prevention Programs:
Nutrition Programs:
Housing Programs:
Head Start:
Adult Education:
Career and Technical Education:
Job Training:
Other:

Provide a **detailed** description of how the school will utilize services and agencies to promote business and community involvement.

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Deficiency Example 1: Elementary Literacy

Based on FSA-ELA student achievement data, 42% of students in grades 3 and 5 are deficient in reading in the content area, specifically Integration of Knowledge and Ideas.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps
<i>Identify subject area</i>	<i>Timeframe deficiency will be addressed</i>	<i>List research-based, state-approved curriculum materials (CCRP, CIRP, SIRP, ELA, Writing)</i>	<i>List research-based progress monitoring and evaluation tools used to monitor student progress</i>	<i>List positions responsible for monitoring implementation of the specific action steps.</i>	<i>Describe the strategies and activities implemented to increase student achievement in reading, writing, listening and speaking:</i>
Literacy/ ELA	September - June	<ul style="list-style-type: none"> -Wonders -Fountas and Pinnell Leveled Literacy -Reading Plus -Triumph Learning (Tutoring) 	BAS iReady ACCESS for ELLs 2.0	Principal Literacy Coach Classroom Teacher	<p>The School’s multi-disciplinary team systematically reviews performance data of all students and identify interventions needed to improve student performance. For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision-making process will be more formal. After every 3-4 RtI sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8 weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention.</p> <p>Tier 2 – Needs-Based Learning In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.</p> <p>Tier 3 – SST-Driven Learning In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resource; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.</p> <p>Differentiated Instruction</p>

					<p>Students will be pulled to an intervention classroom where they will receive individualized intervention using research-based curriculum targeted specifically for foundational support and enriched activities. The purpose is to provide an additional layer of support for Tier 1, 2, and 3 students and refocus support on instructional strategies that support deficiencies in learning and mastery of standards. (Fountas and Pinnell Leveled Literacy Intervention/Reading Plus Offline)</p> <p>Tutoring Tutoring provides additional instructional minutes outside of school to support catch up growth for students below grade level. If students are not able to attend tutoring accommodations will be made during the school day to provide the support students need without interrupting their required instructional periods and intervention blocks. FSA-ELA and BAS/iReady progress monitoring data is used to identify students who are below the targeted level. Specific teachers have been selected to provide additional support for students who are in the tutoring program. Students who are not meeting grade level requirements based on BAS/iReady data have been directed to attend our tutoring program. Daily attendance is taken for compliance purposes. (Triumph Learning)</p> <p>Data Chats Weekly data chats will be held with K-8 classroom teachers to focus on analyzing data for each subgroup with the purpose of providing additional instructional strategies, re-teaching, and instructional focus calendar development. The teachers will use progress monitoring data, review data reports, internalize deficiencies, and develop strategies to assist in student support and standards mastery. Students are engaged in data chats and are active participants in their own learning. Students analyze their progress monitoring results, in-class assignments and projects, portfolios, etc. along with their teachers, and discuss challenges to be addressed.</p> <p>Tier 2 & 3 Intervention Progress Monitoring Plans (PMP) will be created for ELL students to properly document types and frequency of interventions. The ELL committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS 2.0, will be administered as appropriate.</p> <p>Fountas and Pinnell Leveled Literacy Intervention: Each lesson provides the teacher with specific suggestions for supporting student learning. These suggestions are specific to the texts read in a lesson (e.g., more intensive teaching of syntax and vocabulary), as well as to the word study instruction they receive. Teachers have lesson guides and supports to enable them to teach the</p>
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					academic language that many students find difficult. The size of the group allows learners to be active talkers so that they extend language by using it. A current study shows that LLI is effective with economically disadvantaged children in both rural and suburban settings.
ESOL	December – June	Research-based Supplemental Materials targeted for language acquisition	ACCESS for ELLs 2.0	ESOL Contact	Language Enrichment Camp Implement Vocabulary Workshop during an after-school camp three times a week. Each lesson explicitly teaches vocabulary in context with high-quality science, social studies, and literary texts. The lessons provide scaffolded instruction of high-leverage words that are portable across subject areas; promote students’ understanding of these words with multiple exposures; teach a variety of strategies for acquiring new vocabulary and help students understand figurative language, word relationships, and nuances in word meanings.
SWD	September - June	Remediation/Re-teaching Materials from research-based curriculum materials chosen	School Selected Progress Monitoring Tool	ESE Specialist ESE Teacher General Education Teacher	SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided.

Deficiency Example 2: Secondary Literacy

Based on FSA-ELA Writing student achievement data, 65% of 10th grade students are deficient in writing, specifically the argumentative writing domain.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
<i>Identify subject area</i>	<i>Timeframe deficiency will be addressed</i>	<i>List research-based, state-approved curriculum materials (CCRP, CIRP, SIRP, ELA, Writing)</i>	<i>List research-based progress monitoring and evaluation tools used to monitor student progress</i>	<i>List positions responsible for monitoring implementation of the specific action steps.</i>	<i>Describe the strategies and activities implemented to increase student achievement in reading, writing, listening and speaking:</i>
Writing	September - February	Write Score	Write Score Diagnostic / Mid-Year	Literacy Coach Classroom Teacher	<p>The school will purchase and implement Write Score as the core writing program for 10th grade students. Teachers will use differentiated instruction materials to provide writing interventions to students who score below proficiency on the diagnostic writing assessment.</p> <p>Tier I- students will receive instruction with Write Score core materials. Writing classes will meet two to three times a week depending on block scheduling. Teachers will use class data from the diagnostic assessment to create an instructional focus calendar to target multiple writing standards during whole group. Students will receive mini-assessments every four weeks for progress monitoring.</p> <p>Tier II- small group intensive students will receive writing instruction twice a week for an additional 40 minutes. Teachers will use diagnostic assessment data to group students according to their performance on individual writing standards. Students will receive explicit instruction on focus/organization, evidence-based elaboration, and conventions. They will also have multiple opportunities to re-write text-based responses with explicit, on the spot feedback from the teacher.</p> <p>Tier III- students will receive individualized instruction based on their data from the diagnostic assessment. They will meet with a writing interventionist for thirty minutes every day. During one-on-one sessions, students will receive explicit instruction on a step by step progression plan. They will begin with dissecting prompts, writing introductions, writing responses in paragraph form, and finally, text-based responses analyzing multiple texts. Students in this group will also be given the opportunity to re-write responses with explicit, on the spot feedback from the teacher.</p>

SWD	September- June	Re-teaching Materials from research-based curriculum materials chosen	School Selected Progress Monitoring Tool	ESE Specialist ESE Teacher/Provider General Education Teacher	SWD are included and integrated in all remedial activities for Writing in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided.
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Deficiency Example 3: Secondary Science

Based on NGSSS-Science student achievement data, 40% of students in grade 10 are deficient in Biology.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
<i>Identify subject area</i>	<i>Timeframe deficiency will be addressed</i>	<i>List research-based, state-approved curriculum materials (including technology)</i>	<i>List evaluation tools used to monitor student progress</i>	<i>List positions responsible for monitoring implementation of the specific action steps.</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Science	August - May	HMH Biology Text	-iObservation Walkthrough -Pre/Post Tests	Principal Science Coach Classroom Teacher	<p>Biology-related educational opportunities will be expanded by offering more virtual and hands-on experiences using standard-aligned activities found on CPALMS and through the HMH curriculum on Think Central. After-school activities with a focus on Science, Technology, Engineering and Mathematics will be offered and available for students to participate in.</p> <p>Students will participate in a schoolwide Science Fair. Science teachers will guide students through the steps of the scientific method and choosing an appropriate experiment for their project. Teacher will monitor students' progress as they conduct their experiments and offer support throughout. Finalized science projects will be presented during the Science Fair. A group of judges composed of teachers and administrators will judge projects according to the rubric.</p> <p>Parent Night: Teachers from various subject areas and grade levels will present tips for helping students succeed in district- and state-mandated exams.</p>
SWD	September-June	Remediation/Re-teaching Materials from research-based curriculum materials chosen	School selected Progress Monitoring Tool	ESE Specialist ESE Teacher General Education Teacher	SWD are included and integrated in all remedial activities for Science in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided.

Barrier Example 1:

The school has identified increased teacher turnover as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<i>Identify area of barrier</i>	<i>Timeframe deficiency will be addressed</i>	<i>List materials and resources needed to address the identified barriers.</i>	<i>List positions responsible for monitoring implementation of action steps</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Faculty/ Staff				Actions to Eliminate or Lessen This Barrier:
Increased teacher turn-over	April - September	<ul style="list-style-type: none"> -Online needs assessment survey through Survey Monkey completed by parents and staff members. -Professional development (both face to face and online webinars) -Scheduled common planning time that meets the needs of the teachers. 	Principal & Governing Board	<p>A needs assessment will be conducted as well as reviewing feedback from our parent and staff surveys. The data and feedback provided has allowed us to internally review our processes and needs so that we may discover and develop strategies to improve.</p> <p>Provide increased incentives and certification support through our human resource and schools operational support. In addition, staff will have the opportunity to participate in personalized professional development that allows them to feel supported and ready to address the classroom management, curricular and financial challenges that confront teachers and staff daily.</p>

Barrier Example 2:

The school has identified lacking in necessary technology hardware as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<i>Identify area of barrier</i>	<i>Timeframe deficiency will be addressed</i>	<i>List materials and resources needed to address the identified barriers.</i>	<i>List positions responsible for monitoring implementation of action steps</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Technology				Actions to Eliminate or Lessen This Barrier:
Lacking in necessary technology hardware	May - September	<ul style="list-style-type: none"> -80 Touchscreen laptop/tablets -20 Think Station desktops 	Principal & Governing Board	<ul style="list-style-type: none"> -Utilize CSP grant to purchase touchscreen laptop/tablets for online use of Accelerated Reader Library and Education.com. -Utilize Title I funding to purchase additional desktops for classroom reading rotations.

Barrier Example 3:

The school has identified lacking parent involvement/participation as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<i>Identify area of barrier</i>	<i>Timeframe deficiency will be addressed</i>	<i>List materials and resources needed to address the identified barriers.</i>	<i>List positions responsible for monitoring implementation of action steps</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Parent Involvement				Actions to Eliminate or Lessen This Barrier:
Lacking in Parent Involvement/Participation for parents of SWD/Gifted Students	August-June	Calendar of Parent/Family Events and Meetings provided to School and Parents of SWD/Gifted Students to promote support, education and information for parent and families of SWD/Gifted Students.	Principal ESE Specialist ESE Teacher/Provider Teachers of the Gifted General Education Teachers	<p>The school will obtain the Calendar of Events provided free to parents and families of SWD/Gifted Students through FDLRS and Broward County Public Schools.</p> <p>The school will provide the Calendar/Flyers for the events/meetings to Parents in School Newsletter/Bulletin, Teacher Classroom Newsletters, School Website and Bulletin Board, and/or flyers going home with students.</p> <p>The school will promote Parent participation in District provided training and meetings targeted to parents of SWD/Gifted Students.</p> <p>School will provide for parents of SWD/Gifted Students (respectively) in a Back to School Night, or similar school-based activities, to address their specific needs.</p>

Student Achievement Outcomes Examples:

Specific <i>(What do you want to achieve?)</i>	Measurable <i>(numbers and timelines to the goal)</i>	Achievable <i>(based on existing figures and research)</i>	Relevant/Realistic <i>(goal in line with school's broader goals)</i>	Timely/Timeline <i>(goal measurable over specific period of time)</i>	Person Responsible
Improve 9 th grade FSA-ELA learning gains	Increase learning gains by 10 percentage points	Overall, 9 th grade FSA-ELA learning gains will improve from 49% to 59% (2016 = 40%, 2017 = 49%)	Increasing 9 th grade learning gains will improve the school's overall student proficiency on the FSA	August - May	Principal Literacy Coach Classroom Teacher
Improve 5 th grade NGSSS-Science learning gains	Increase learning gains by 10 percentage points	Overall, 5 th grade NGSSS-Science learning gains will improve from 59% to 69% (2016 = 40%, 2017 = 59%)	Increasing 5 th grade learning gains will improve the school's overall student proficiency on state assessments	August - May	Principal Literacy Coach Classroom Teacher
Improve English Language Proficiency Scores	Increase number of students scoring proficient by 10 percent	Number of proficient students will improve from 10 % to 20% in grades K-5	Increasing the number of English Language Proficiency will improve the school's overall scores on FSA ELA.	August – May	Principal ESOL Contact Classroom Teacher
Improve Learning Gains and Proficiency Scores for SWD	Increase number of students scoring proficient by 10 percent	Number of proficient SWD will improve from 10 % to 20% in grades K-5	Increasing the proficiency of SWD will improve the school's overall scores on FSA ELA/Math, NGSSS Science, and EOC Exams	August - May	ESE Specialist ESE Teacher/Provider Classroom Teacher