

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 School Location Number: 5215

Current Grades Served: 6th – 8th Contract Grades Served: 6th – 8th Year School Opened: 2016

2018-2019 SCHOOL IMPROVEMENT PLAN

PART 1: Current School Information

School Information

Complete School Name: Championship Academy of Distinction	District Name: Broward
School Location Number (MSID): 5215	
Principal: Mrs. Savitria Guthrie	District Superintendent: Robert Runcie
Governing Board Member(s): Linda Collins – Board President Melissa Bustamante Maria Foyo	Date of School Board Charter Approval: July 1st, 2016 Date of Most Recent School Board Charter Amendment: N/A

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%).

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)
Principal	Mrs. Savitria Guthrie	Elementary Education, B.S. Educational Leadership, MS Certifications: Elementary Education Educational Leadership	2	3	<p><u>2018-2019</u> Championship Academy of Distinction Elementary (5361) “C” School Championship Academy of Distinction (5215) “C” School Championship Academy of Distinction High (5219) “D” School Championship Academy of Distinction (5422) “C” 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 Championship Academy of Distinction (5422) “C” School <u>2015-2016</u> Championship Academy of Distinction (5361) “C” School</p>
Assistant Principal	N/A	N/A	N/A	N/A	N/A

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)
ESE Coordinator	Mrs. Nicole Parris-Brown	Psychology BA Special Education MS Integrating Technology in Education MS Reading Endorsed Certification ESOL Endorsed Certification (Pending)	2	6	<p><u>2018-2019</u> Championship Academy of Distinction Elementary (5361) “C” School Championship Academy of Distinction (5215) “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 Championship Academy of Distinction High (5219) “C” School <u>2015-2016</u> Championship Academy of Distinction Elementary (5361) “C” School Avant Garde Middle School (5791) “B” School <u>2014-2015</u> Championship Academy of Distinction Elementary (5361) “C” School Avant Garde Middle School (5791) “D” School</p>
Director of ESOL	Mrs. Daniella Ramos	Psychology BA Elementary K-6 ESOL Endorsement	2	2	<p><u>2017-2018</u> Championship Academy of Distinction Elementary (5361) “C” School Championship Academy of Distinction (5215)</p>

					<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>
ESOL Contact	Ms. Leyanis Fernandez	Accounting BS	2	1	<p><u>2017-2018</u> Championship Academy of Distinction Elementary (5361) “C” School <u>2016-2017</u> Championship Academy of Distinction 5215 “C” School Championship Academy of Distinction Elementary (5361) “C” School</p>
Math & Science Coach	Mrs. Simone Phillips-Smith	History and Sociology BA Education MS Certification: Mathematics (Grades 5-9) Exceptional Student Education (Grades K-12)	2	1	<p><u>2017-2018</u> Championship Academy of Distinction (5215) “C” School <u>2016-2017</u> Championship Academy of Distinction 5215 “C” School</p>
Literacy Coach	Dr. Hyacinth Walker	Elementary Education Diploma in Education (JA). BA English MSc. Education Ph. D Second Language Acquisition Education Certification: English	2	2	<p><u>2017-2018</u> Championship Academy of Distinction (5215) “C” School <u>2016-2017</u> Championship Academy of Distinction 5215 “C” School</p>

		(Grades 5-9) ESOL K-12 Reading Endorsement (K-12)			
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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.

The mission of the CHAMPIONSHIP ACADEMY OF DISTINCTION at HOLLYWOOD MIDDLE SCHOOL (CADMS) is to provide students with an enriched, holistic, and nurturing experience, focused on character and leadership development through academic programs that foster teamwork, discipline, and citizenship while in pursuit of academic distinction.

We believe this mission statement encompasses the best of what Championship Academy of Distinction at Hollywood Middle School will have to offer, and focuses in on the three components that we believe will be essential to building the overall culture of the school.

Academic Distinction

From day one, regardless of whether the students are sixth grade or eighth grader, our students will enter Championship Academy of Distinction at Hollywood Middle School with the understanding that they are headed to college. Our academic program is designed to accelerate the learning of our students and prepare them for rigorous high school and college coursework. As you will read later in this application, our academic program will hold students accountable for academic success and structures are built in for assisting those students who may be struggling. The use of the new Florida Standards and the Next Generation Sunshine State Standards will not only be used as the core program focus but also looked at as a minimum set of academic expectations. We will expect our students to rise above the academic standards put in place by the FSA/NGSSS.



Leadership Development

The culture at Championship Academy of Distinction at Hollywood Middle School will be that student achievement is everyone's responsibility, from each of the teachers on staff, to the administration, to the volunteers, and to the students themselves. All of the stakeholders will be empowered to take a role within the leadership of the school, whether it is through the school's board of directors, accountability committee, staff teams, or students helping to form academic clubs and groups that focus on student achievements. Additionally, through the six-pronged approach to our instructional design, students will be taught specific leadership skills that they will need to be successful in their future lives, whether it is leading in a team or a corporation.

Character and Social Skills



The student population that Championship Academy of Distinction Middle School intends to serve is located in the 33021 zip code. We are confident that with our college focused and holistic aim, we will help students succeed. Students in these areas may feel defeated. Some of the students may have attended schools that are “failing,” may come from families struggling to survive, and thus may not be able to dedicate the time and resources necessary to focusing on educational priorities. In addition to the academic needs of our students, character education and social skills development will be an important focus of Championship Academy of Distinction Middle School.

Providing students with an educational environment that encompasses the whole child from Kindergarten through college. While this application is only for grades 6-8, we will be receiving students from Championship Academy of Distinction at Hollywood Elementary school and it is our intention to apply for a high school next year which combined with our elementary school, will provide a complete K-12 education to our students. In fact, research indicates that a long investment in individual children is essential for first-generation college students, who we intend to focus our recruiting efforts on. In his 2004 analysis of research Tym found that the following components are essential to a successful college preparatory program:

- Set high standards for program staff and students.
- Provide personalized attention to each student.
- Provide adult role models.
- Facilitate peer support.
- Integrate the program within K-12 schools.
- Provide strategically timed interventions.
- Make long-term investments in students.
- Provide students with a bridge between school and society.
- Provide scholarship assistance.
- Design evaluations that attribute results to intervention

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

Table 1: Grade Level Breakdown of FSA Results (Percent Proficient)

Grade Level	Subject Area	2018 FSA Proficiency	2017 FSA Proficiency
6	ELA	42	38
6	Math	42	32
7	ELA	32	51
7	Math	29	63
7	Civics	49	73
8	ELA	43	53
8	Math	74	32
8	Science	34	37
8	Algebra	17	57

Table 2: School Wide Performance Categories by Percent

	2018	2017
ELA	39	46
ELA LEARNING GAINS	42	52
ELA BOTTOM QUARTILE	52	45
MATH	45	45
MATH LEARNING GAINS	47	51
MATH BOTTOM QUARTILE	43	49
SCIENCE	34	37
CIVICS	50	74

Table 3: Student Performance by Achievement Level (Percent Proficient)

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	32.9% 22.6%	28.7% 32.7%	24.9% 25.7%	11% 15%	2.5% 4%
Math	27.0% 29.9%	28.7% 25.9%	24.6% 26.3%	13.5% 15.2%	6.1% 2.7%
Science	27.9% 10.2%	38.2% 53.1%	32.4% 24.5%	1.5% 10.2%	0% 2.0%
Civics	25.6% 8.5%	25.6% 18.3%	23.3% 38%	17.4% 21.1%	8.1% 14.1%

Figure A: FSA results to demonstrate grade-level cohort progression (Percent Proficient)

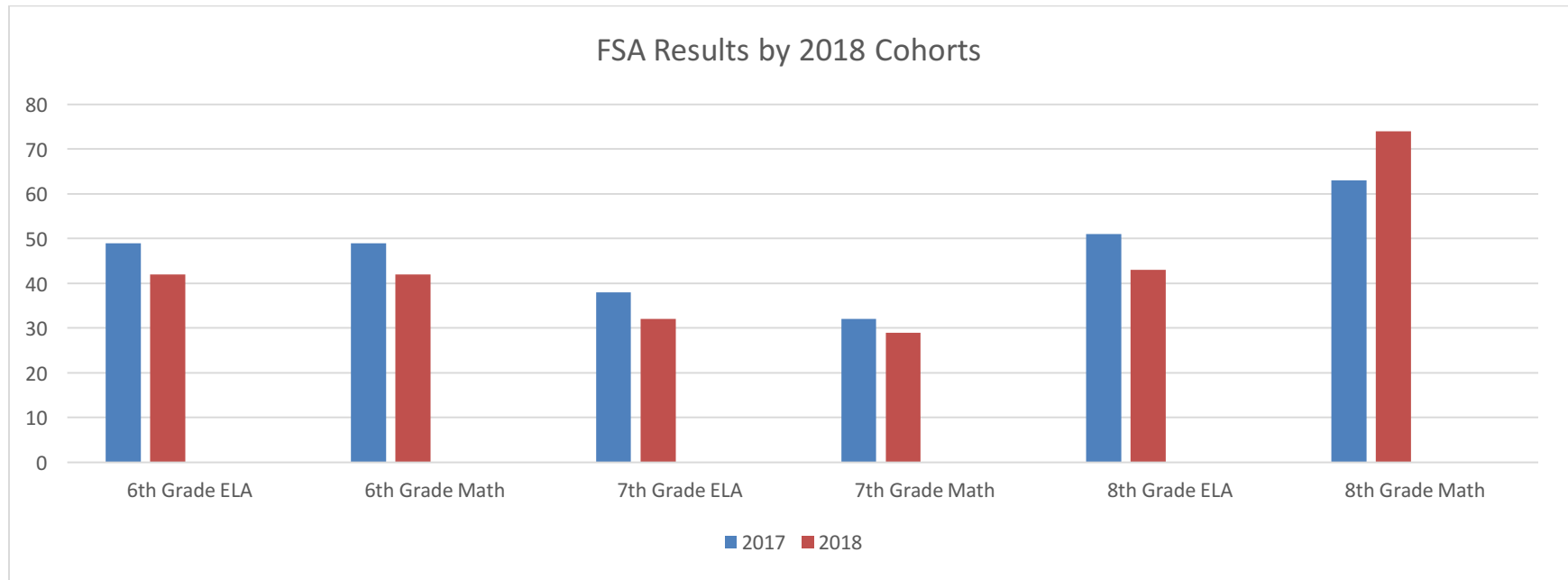


Table 4: FSA ELA Analysis by Cluster (Percent Proficient)

Grade (2018 & 2017)	Overall Proficiency	Key Ideas	*Craft & Structure	**Integration of Knowledge and Ideas	Language and Editing	Text- Based Writing
6 6	42% 38%	42% 48%	50% 54%	34% 50%	77% 66%	62% 47%
7 7	32% 51%	40% 47%	44% 54%	40% 47%	63% 69%	57% 58%
8 8	43% 53%	47% 52%	60% 57%	50% 63%	81% 79%	62% 58%

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Table 5: FSA Math Analysis by Cluster (Percent Proficient)

Grade (2018 & 2017)	Proficiency	Ratio & Proportion	Express & Equ	Geometry	Statistics & Probability	The Number System
6 6	42% 32%	57% 58%	50*% 45*%	35% 21%	52% 60%	44**% 39**%
Grade (2018 & 2017)	Proficiency	Ratio & Proportion	Express & Equ	Geometry	Statistics & Probability	The Number System
7 7	29% 63%	38*% 39*%	29% 42%	23**% 39**%	42% 48%	28% 56%
Grade (2018 & 2017)	Proficiency	Express & Equ	Function	Geometry	Statistics, Prob, & Numb System	
8 8	74% 32%	50*% 31*%	46% 29%	42**% 40**%	70% 50%	

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Table 6: FSA 8th Grade Algebra Analysis by Cluster (Percent Proficient)

Grade (2018 & 2017)	Proficiency	Algebra and Modeling	Functions and Modeling	Statistics and The Number System
8 8	17% 57%	23*% 30*%	28**% 35**%	19% 23%

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Table 7: SSA 8th Grade Science Analysis by Cluster

Grade (2018 & 2017)	Proficiency	Nature of Science	Earth and Space Science	Physical Science	Life Science
8 8	34% 37%	51% 61%	56% 60%	58% 63%	59% 62%

Table 8: 7th Grade Civics EOC Analysis by Cluster

Grade (2018 & 2017)	Proficiency	Origins and Purposes of Law and Gov't	Roles, Right & Responsibilities of Citizens	Gov't Policies and Political Processes	Organizations and Functions of Gov't
7 7	49% 73%	50% 55%	47% 59%	45% 55%	44% 47%

Tables 9a-9d: Student Performance by Subgroup

Table 9a: FSA English Language Arts

Year	2016-17			2017-18		
	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)
Grade Level						
06-Sixth	105	37.1%	20.0%	89	41.6%	19.1%
07- Seventh	72	51.4%	18.1%	85	31.8%	14.1%
08- Eighth	49	51.0%	18.4%	63	42.9%	4.8%

Table 9b: FSA Math

Year	2016-17					2017-18				
	# of Students	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	# of Students (Level 4 and Above)	% of Students (Level 4 and Above)	# of Students	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	# of Students (Level 4 and Above)	% of Students (Level 4 and Above)
Grade Level										
06-Sixth	107	34	31.8%	18	16.8%	91	38	41.8%	21	23.1%
07-Seventh	72	45	62.5%	17	23.6%	68	20	29.4%	**	7.4%
08-Eighth	**		31.8%	**	4.5%	62	46	74.2%	22	35.5%

Table 9c: SSA Science

Year	2016-17				2017-18			
	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score
Grade Level								
08-Eighth	49	36.7%	12.2%	199	68	33.8%	1.5%	193

Table 9c: SSA Science

Year	2016-17				2017-18			
	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score
Grade Level								
08- Eighth	49	36.7%	12.2%	199	68	33.8%	1.5%	193

Table 9d: Civics EOC

Year	2016-17				2017-18			
	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score
Grade Level								
07- Seventh	71	73.2%	35.2%	404	86	48.8%	25.6%	393

Tables 10a-10d: Student Performance by Race/Ethnicity

Table 10a: FSA English Language Arts

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
White	62.5%	47.7%
Hispanic	42.7%	38.0%
Black	35.7%	35.9%

Table 10b: FSA Math

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
White	59.5%	63.2%
Hispanic	43.6%	46.0%
Black	26.9%	38.7%

Table 10c: SSA Science

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
White	0%	50%
Hispanic	30%	35.9%
Black	0%	10%

Table 10d: Civics EOC

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
White	89.5%	64.3%
Hispanic	73.7%	47.7%
Black	63.6%	46.2%

Tables 11a – 11d: Student Performance by Economic Status

Table 11a: FSA English Language Arts

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
Economic Disadvantaged	44.1%	35%
Non-Economic Disadvantaged	47.5%	49.1%

Table 11b: FSA Math

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
Economic Disadvantaged	42.8%	44.2%
Non-Economic Disadvantaged	42.9%	55.4%

Table 11c: SSA Science

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
Economic Disadvantaged	35.1%	41.7%
Non-Economic Disadvantaged	41.7%	15.0%

Table 11d: Civics EOC

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
Economic Disadvantaged	73.7%	47.1%
Non-Economic Disadvantaged	71.4%	55.6%

Tables 12a-12h: Student Performance by Disability Status

Table 12a: FSA English Language Arts

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
Disabled	15.8%	21.1%
Non-Disabled	47.3%	39.9%

Table 12b: FSA Math

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
Disabled	11.1%	21.1%
Non-Disabled	45.9%	49.5%

Table 12c: SSA Science

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
Disabled	0%	0%
Non-Disabled	41.9%	35.6%

Table 12d: Civics EOC

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
Disabled	0%	0%
Non-Disabled	76.2%	50.6%

Table 12e: SWD FSA ELA Analysis by Cluster (Percent Proficient and percentage in each category)

Grade (2018 & 2017)	Overall Proficiency	Key Ideas	Craft & Structure	Integration of Knowledge and Ideas	Language and Editing	Text- Based Writing
6	17%	31%	40**%	23**%	60%	83%
6	25%	33%	40**%	27**%	67%	25%
7	0%	22%	25**%	12**%	34%	25%
7	13%	39%	44**%	35**%	57%	50%
8	33%	36%	53**%	43**%	73%	78%
8	20%	32%	35**%	42**%	68%	80%

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Table 12f: SWD -Gifted FSA ELA Analysis by Cluster (Percent Proficient and percentage in each category)

Grade (2018 & 2017)	Overall Proficiency	Key Ideas	Craft & Structure	Integration of Knowledge and Ideas	Language and Editing	Text- Based Writing
6	75%	63%	70**%	50**%	92%	73%
5	100%	100%	77**%	88**%	95%	85%

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Table 12g: SWD FSA Math Performance Analysis by Cluster (Percentage Proficient)

Grade (2018 & 2017)	Overall Proficiency	Ratio & Proportion	Express & Equ	Geometry	Statistics & Probability	The Number System
6	14%	41%	35**%	18%	30%	25***%
6	20%	33%	32**%	28%	46%	20***%
Grade (2018 & 2017)	Overall Proficiency	Ratio & Proportion	Express & Equ	Geometry	Statistics & Probability	The Number System
7	25%	25*%	31%	15***%	28%	28%
7	13%	17*%	29%	24***%	33%	33%
Grade (2018 & 2017)	Overall Proficiency	Express & Equ	Function	Geometry	Statistics, Prob, & Numb System	
8	25%	32*%	38%	31***%	44%	
8	0%	20*%	17%	24***%	33%	

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Table 12h: SWD -Gifted only FSA Math Performance Analysis by Cluster (Percentage Proficient)

Grade (2018 & 2017)	Overall Proficiency	Ratio & Proportion Operations, Algebraic Thinking, Fractions	Express & Equ	Geometry Measurement, Data and Geometry	Statistics & Probability	The Number System Numbers & Operations in Base Ten
6	100%	84%	79*%	56*%	79%	71***%
5	50%	74*%	na	58*%	na	72%

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Table 12i: SWD FSA 8th Grade Algebra Analysis by Cluster (Percent Proficient)

Grade (2018 & 2017)	Overall Proficiency	Algebra and Modeling	Functions and Modeling	Statistics and The Number System
8	0%	25*%	13**%	18%
8	50%	21*%	32**%	18%

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Tables 13a-13d: Student Performance by ELL Status

Table 10a: FSA English Language Arts

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
ELL	22.0%	9.7%
Non-ELL	49.7%	42.7%

Table 13b: FSA Math

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
ELL	28.2%	22.6%
Non-ELL	46.3%	51.1%

Table 13c: SSA Science

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
ELL	0%	0%
Non-ELL	38.6%	37.7%

Table 13d: Civics EOC

Year	2016-17	2017-18
	% of Students (Level 3 and Above)	% of Students (Level 3 and Above)
ELL	0%	11.8%
Non-ELL	75.0%	58.0%

Figures B1 & B2: Sixth- Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores for 2017 and 2018

Figure B1: 2018 Sixth- Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores

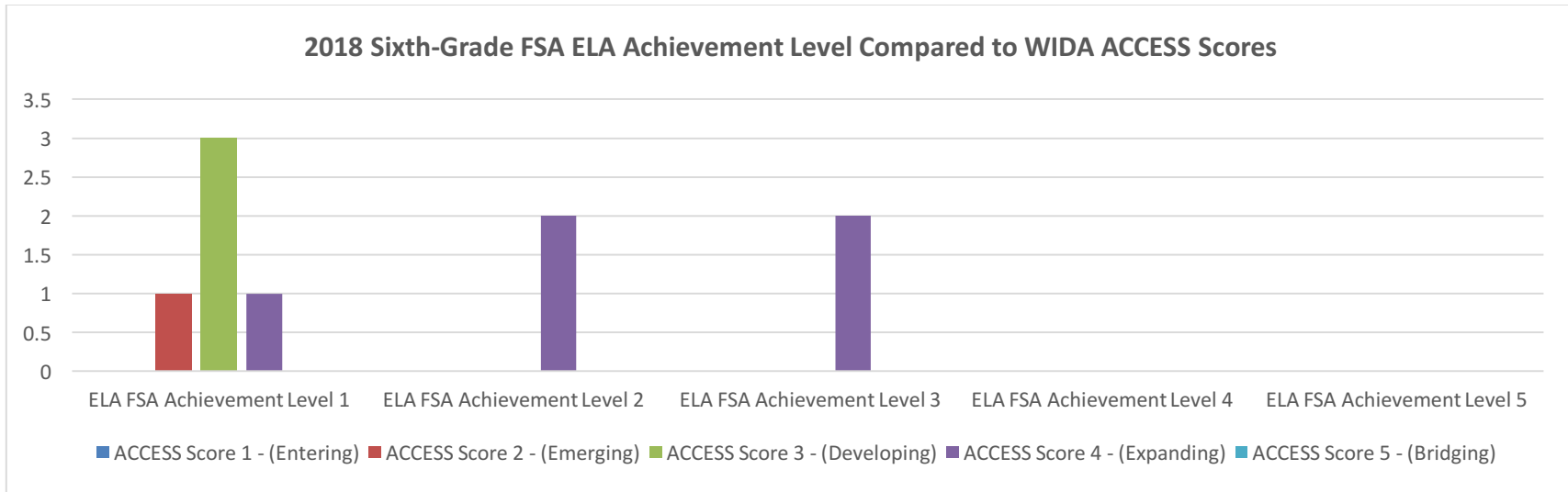
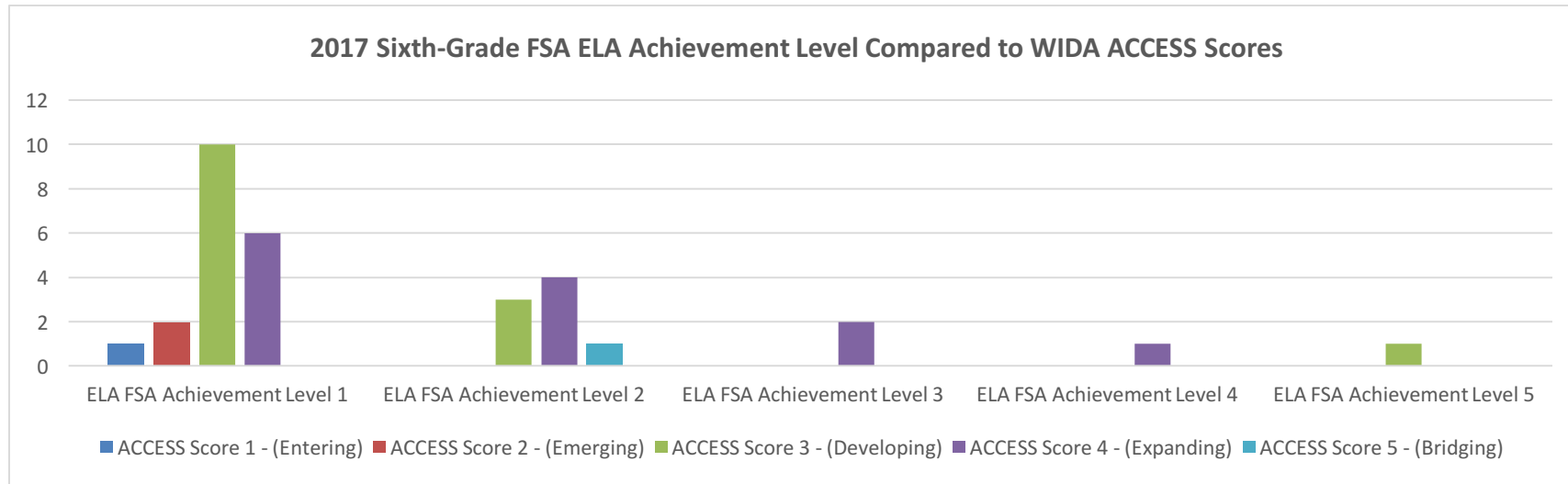


Figure B2: 2017 Sixth- Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores



Tables 14a & 14b: Sixth- Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores for 2017 and 2018

Tables 14a: 2018 Sixth- Grade FSA ELA Achievement Level Comparison to WIDA Access Scores

FSA ELA Achievement Level 1 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	6	2-Emerging	11%
3	6	3-Developing	33%
1	6	4-Expanding	11%
FSA ELA Achievement Level 2 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
2	6	4-Expanding	22%
FSA ELA Achievement Level 3 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
2	6	4-Expanding	22%

Tables 14b: 2017 Sixth- Grade FSA ELA Achievement Level Comparison to WIDA Access Scores

FSA ELA Achievement Level 1 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	6	1 - Entering	3%
2	6	2-Emerging	6%
10	6	3-Developing	32%
6	6	4-Expanding	19%
FSA ELA Achievement Level 2 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
3	6	3-Developing	10%
4	6	4-Expanding	13%
1	6	5-Bridging	3%
FSA ELA Achievement Level 3 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
2	6	4-Expanding	6%
FSA ELA Achievement Level 4 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	6	4-Expanding	3%
FSA ELA Achievement Level 5 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	6	3-Developing	3%

Figures C1 & C2: Seventh-Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores for 2017 and 2018

Figure C1: 2018 Seventh-Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores

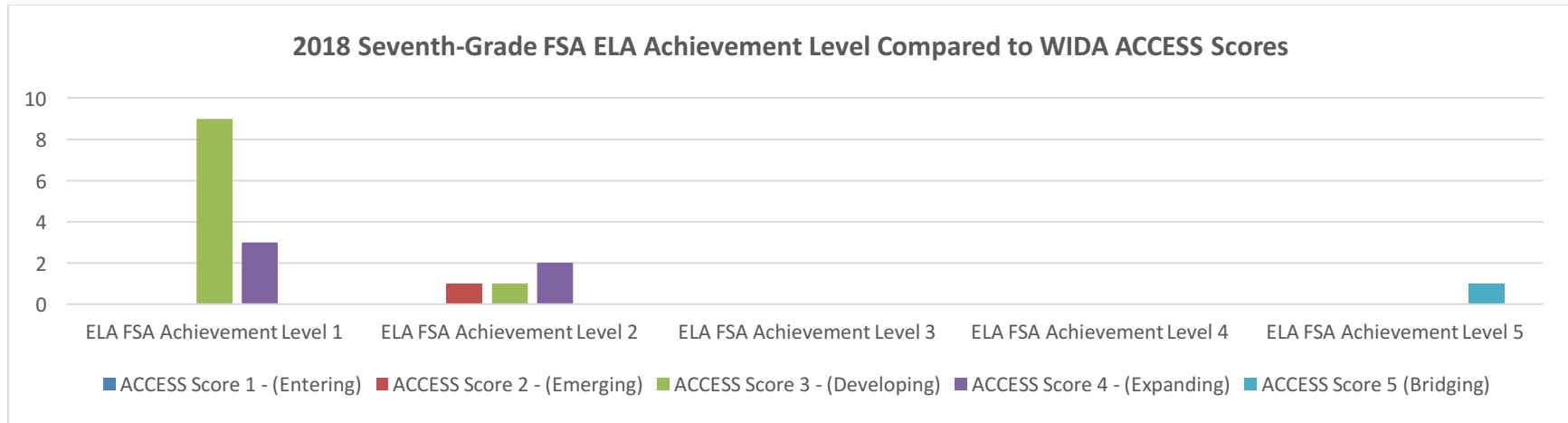
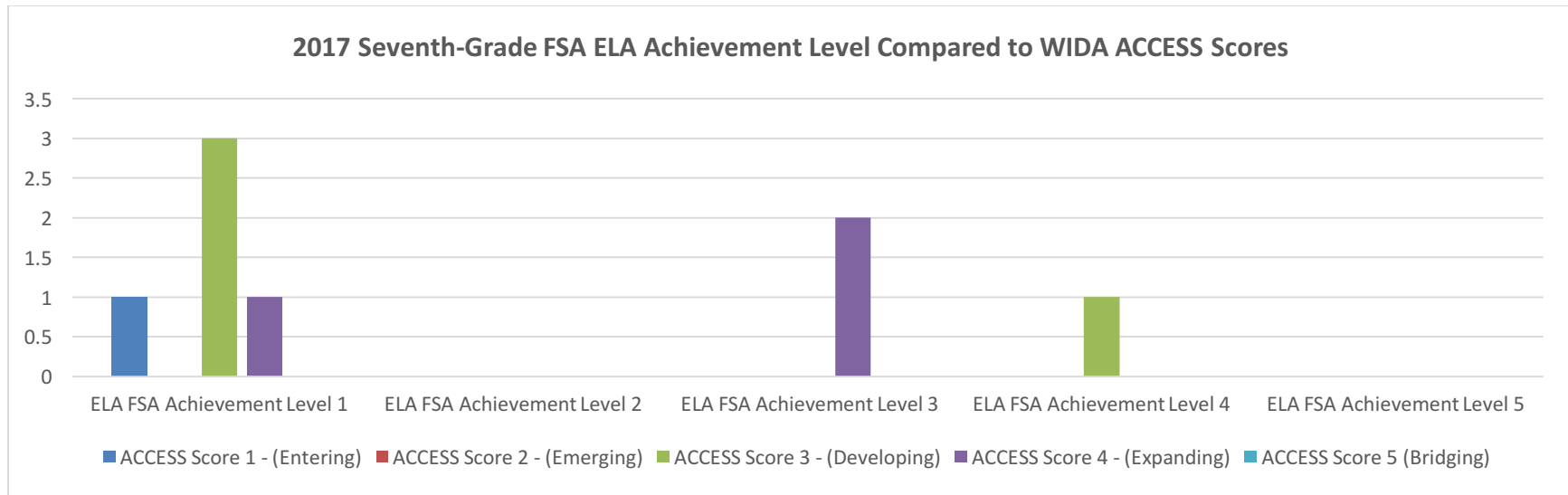


Figure C2: 2017 Seventh-Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores



Tables 15a & 15b: Seventh-Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores for 2017 and 2018

Table 15a: 2018 Seventh-Grade FSA ELA Achievement Level Comparison to WIDA Access Scores

FSA Achievement Level 1 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
9	7	3-Developing	53%
3	7	4-Expanding	17%
FSA Achievement Level 2 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	7	2-Emerging	6%
1	7	3-Developing	6%
2	7	4-Expanding	12%
FSA Achievement Level 5 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	7	5-Bridging	6%

Table 15b: 2017 Seventh-Grade FSA ELA Achievement Level Comparison to WIDA Access Scores

FSA Achievement Level 1 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	7	1- Entering	12.5%
3	7	3-Developing	37.5%
1	7	4-Expanding	12.5%
FSA Achievement Level 3 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
2	7	4-Expanding	25%
FSA Achievement Level 4 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	7	3-Developing	12.5%

Figures D1 & D2: Eighth-Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores for 2017 and 2018

Figure D1: 2018 Eighth-Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores

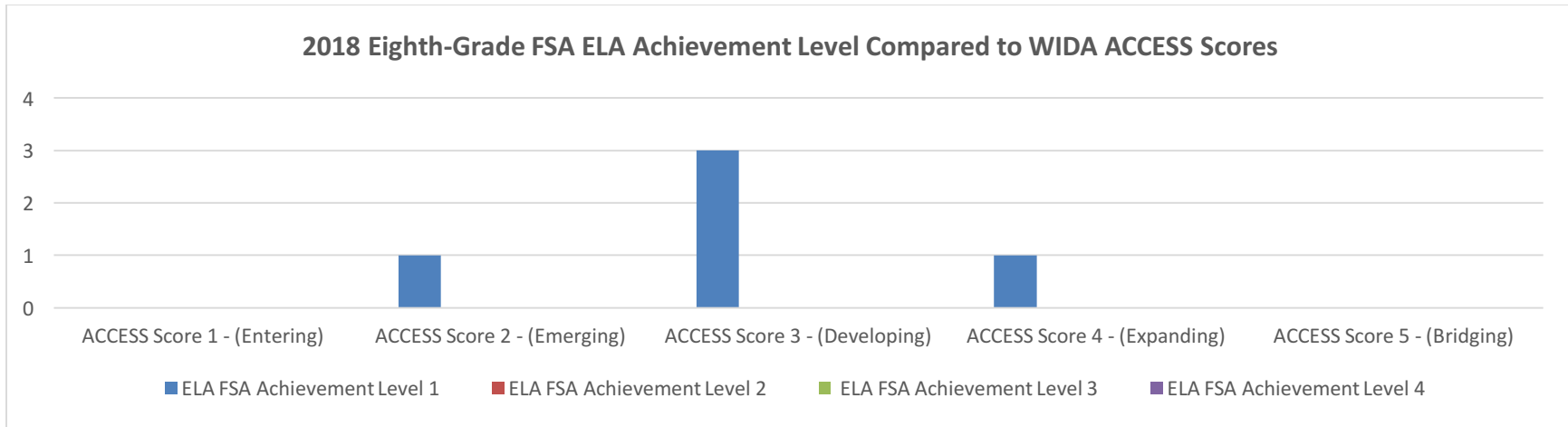
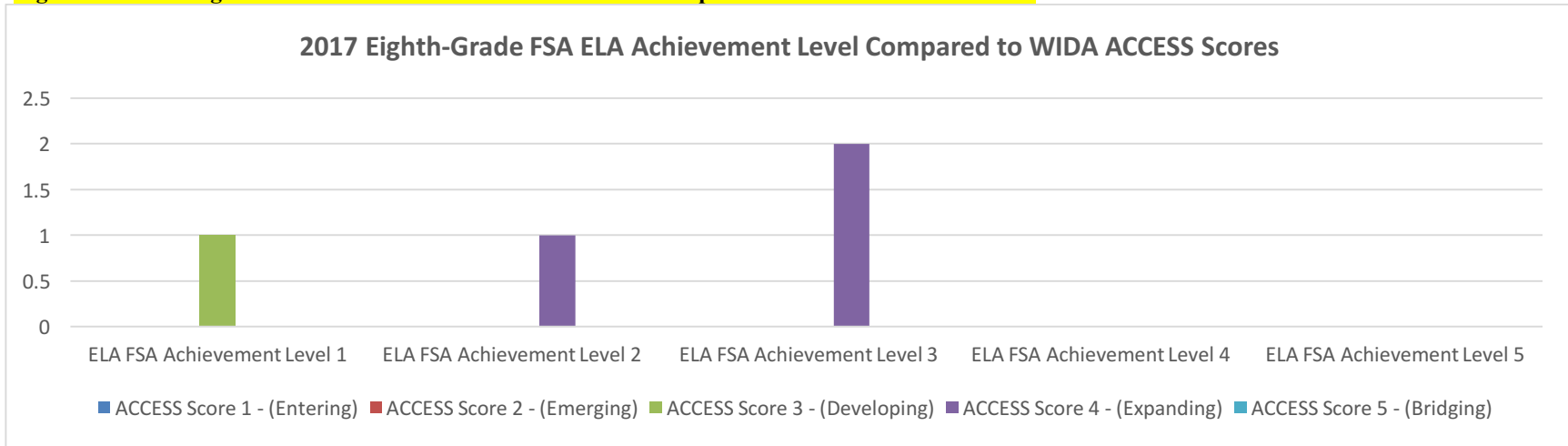


Figure D2: 2017 Eighth-Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores



Tables 16a & 16b: 8th Grade FSA ELA Achievement Level Compared to WIDA ACCESS Scores for 2017 and 2018

Table 16a: 2018 Eighth-Grade FSA ELA Achievement Level Comparison to WIDA Access Scores

FSA Achievement Level 1 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	8	2 - Emerging	20%
3	8	3-Developing	60%
1	8	4-Expanding	20%

Table 16b: 2017 Eighth-Grade FSA ELA Achievement Level Comparison to WIDA Access Scores

FSA Achievement Level 1 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	8	3-Developing	25%
FSA Achievement Level 2 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
1	8	4 - Expanding	25%
FSA Achievement Level 3 Comparison to WIDA Access Scores			
Number of Students	Grade Level	Composite Level	Percent
2	8	4 - Expanding	50%

Table 17: 2018 i-Ready School Data Card

Championship Academy of Distinction -- i-Ready School Data Card

Data as of 3/05/18

School Grade: **37% D**

School: Hollywood Middle

Data Reviewed: DIAGNOSTIC		Reading		Math	
Diagnostic Checkpoint #2	Completion # Students	77%	Completion Rate	85%	
	% Red Rush Flags	5%	% Red Rush Flags	5%	
	% of Students 2 or More Levels Below (Tier 3)	40%	% of Students 2 or More Levels Below (Tier 3)	42%	
	% of Students Predicted to be Proficient on FSA -- <i>Grade 3</i>	NA	% of Students Predicted to be Proficient on FSA -- <i>Grade 3</i>	NA	
	% of Students Predicted to be Proficient on FSA -- <i>Grade 4</i>	NA	% of Students Predicted to be Proficient on FSA -- <i>Grade 4</i>	NA	
	% of Students Predicted to be Proficient on FSA -- <i>Grade 5</i>	NA	% of Students Predicted to be Proficient on FSA -- <i>Grade 5</i>	NA	
	% of Students Predicted to be Proficient on FSA -- <i>Grade 6</i>	32%	% of Students Predicted to be Proficient on FSA -- <i>Grade 6</i>	35%	
	% of Students Predicted to be Proficient on FSA -- <i>Grade 7</i>	36%	% of Students Predicted to be Proficient on FSA -- <i>Grade 7</i>	27%	
	% of Students Predicted to be Proficient on FSA -- <i>Grade 8</i>	41%	% of Students Predicted to be Proficient on FSA -- <i>Grade 8</i>	48%	

****Predicted Proficiency data reflects diagnostics completed as of March**

Figure E: 2018 iReady AP3 Reading Performance Level by Grade

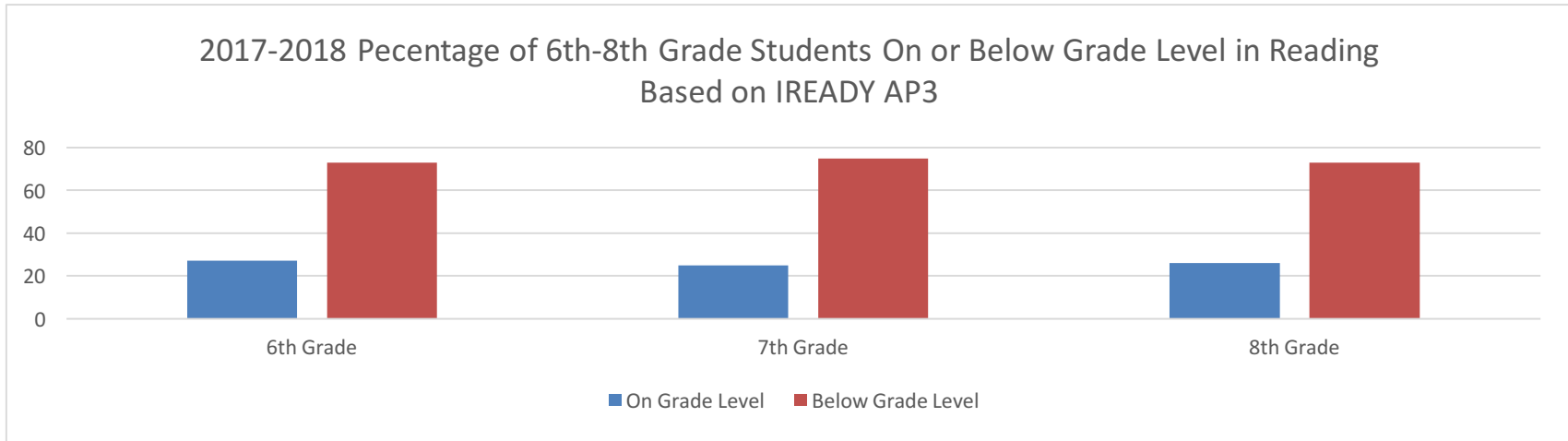


Figure F: 2017 iReady AP3 Reading Performance Level by Grade

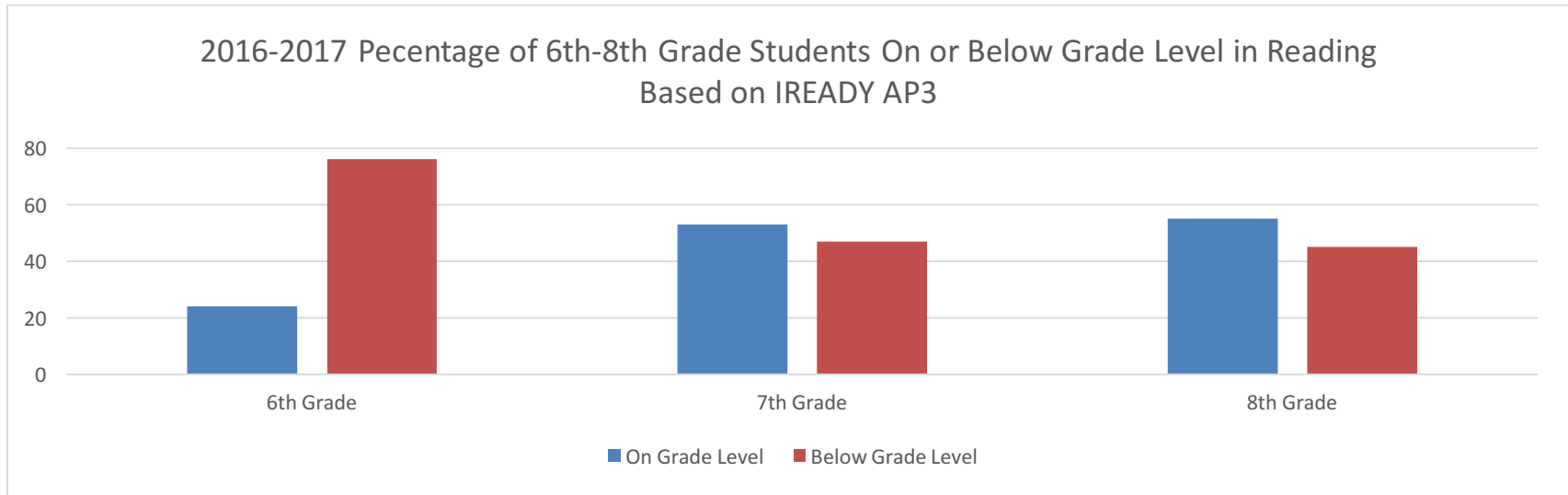


Figure G: 2018 iReady AP3 Math Performance Level by Grade

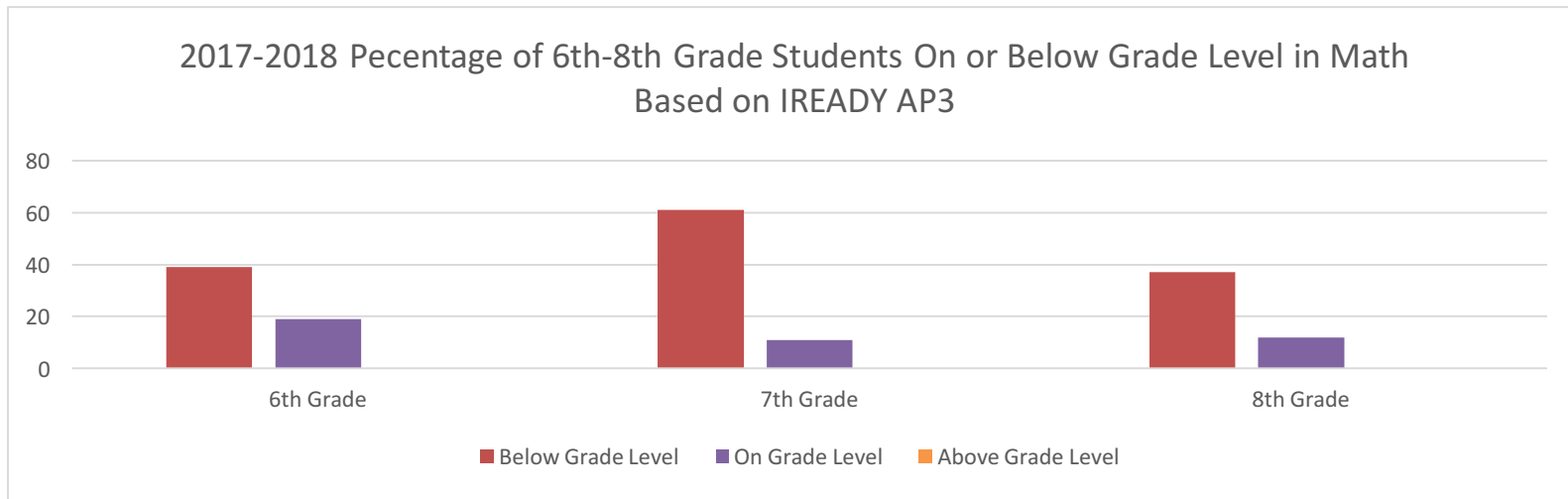
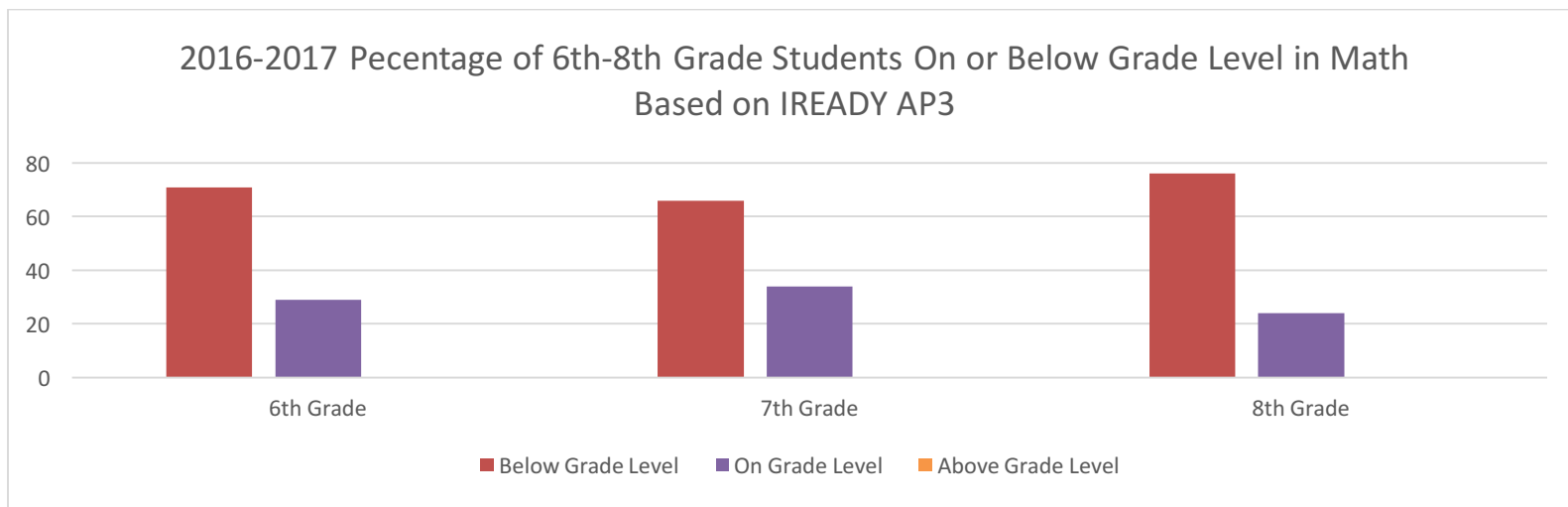


Figure H: 2017 iReady AP3 Math Performance Level by Grade



**FAIR AP1 testing for the 2018-19 academic year is currently in progress, therefore data was not available prior to the School Improvement Plan deadline.

9-12 Academic Data:

N/A

3. Student Achievement Objectives

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

The achievement objectives and goals have been modified from the 2015 Charter Application to reflect the current needs of our student population and programs being utilized.

Championship Academy of Distinction Middle School firmly believes that the achievement gap can and must be closed. Our school will relentlessly focus on developing the academic and character skills necessary for every student to succeed in college and life, regardless of socio-economic background.

Championship Academy of Distinction Middle School has developed clear goals that, once met, will mean the achievement gap has been closed and college success will be attainable.

Given the demographics of the students we intend to serve, we anticipate the majority of the students who enter our school may be below grade level. As a result, we believe that our goals must take a long-range perspective. We are confident that looking at our students longitudinally and through a value-added model, our students' growth will be significant. During the initial years, utilizing the snapshot grading process employed by the Florida Accountability System and the fact that students will be new to our educational model, we acknowledge that our initial school grades may be less than ideal. We also believe that given adequate time and the implementation of effective instructional strategies by highly qualified staff that Championship Academy of Distinction Middle School students will meet and exceed the goals set forth not only in this document but those established by the Florida Accountability System.

Therefore, the long-range academic goals Championship Academy of Distinction Middle School has set for itself are:

- After five years at a Championship Academy of Distinction Middle School, 80 percent of our students will achieve proficiency in core subjects.
- Championship Academy of Distinction Middle School will strive to close the achievement gap by ensuring that the performance of its students in tested grades from low-income families is equal to or exceeds the statewide performance levels of non-low-income students in Florida. As indicated above, this in many cases requires doubling the number of students at proficiency, many of whom start from a place where they may be multiple grades behind.
- At least 90 percent of Championship Academy of Distinction Middle School students will graduate from high school within five years of starting ninth grade.

Annual Goals

At Championship Academy of Distinction Middle School, there will be a school-wide emphasis on instruction for mastery of the Florida Math and Language Arts Standards, and the Next Generation Sunshine State Standards (NGSSS). The school's educational goals will be monitored and revised, as needed. Stakeholders will be involved in reviewing data, identifying school needs, and recommending resource support. At this time, the educational goals for Championship Academy of Distinction Middle School include the following:

Goal: The School will make adequate progress with the Lowest 25% in English Language Arts and Mathematics as defined by the Florida A+ Plan.

Students will demonstrate academic improvement and success by either meeting high standards or making annual learning gains as defined by the Florida A+ Plan. The meeting of high standards is defined as those students who score an achievement level of three or higher in reading,

mathematics, and/or science, and 4.0 or higher in writing. Students may demonstrate a year’s worth of learning on the FSA in one of three ways:

FSA Achievement Level	Improve one or more levels (e.g. from 1-2, 2-3, 3-4, 4-5)
Proficiency Maintain level	3, 4, or 5 without dropping from previous score
Developmental Scale Score	Improve more developmental scale score points than defined cut-off scores from previous year to current. *One year’s growth within a level 1 or 2 133 points for Grade 6 110 points for Grade 7 92 points for Grade 8

Learning gains are demonstrated on the FSA when a student moves from one achievement level to a higher achievement level or maintains an achievement level of three, four, or five. Learning gains can also be achieved when a student's achievement level is a one or two and the developmental scale score demonstrates a year of growth. Students are expected to make learning gains and will be monitored annually through the FSA scores, pre-and post-assessments, and ongoing screening and assessment tools.

[After the first administration of the Florida Standards Assessments in English language arts (ELA) and Mathematics in spring of 2015, the required standard-setting process will be conducted in the summer of 2015 in order to set performance level expectations, also referred to as “cut scores.” This will provide a new baseline for school grading and other accountability measures that will more accurately reflect student performance on the new standards and assessments. During the 2014-15 school year, each school district will continue to set its own performance standards for teachers using data from the new assessment, to ensure continuity with the 2013-14 evaluations within each district.

The guidelines for promotion and graduation will remain largely the same. Students entering 3rd grade in 2014-2015, who have only been taught using the Florida Standards since kindergarten, will be required to achieve a certain score on the 3rd grade ELA assessment in order to meet promotion requirements. The score will be determined in the spring, ensuring that students are appropriately identified for retention or promotion. Students not meeting these criteria may still meet promotion requirements through any one of six good cause exemptions. None of that has changed. Students entering 10th grade and/ or taking Algebra 1 in 2014-2015 will be required to achieve a certain score on the respective 10th grade ELA test and the Algebra 1 assessment in order to meet graduation requirements. These students will continue to have the opportunity for retakes that all students have had before. Students who need to retake an assessment based on an FSA score will be able to retake the FSA.]

The following table provides additional annual goals and evaluation instruments:

Goal	Baseline Data	Annual Improvement	Evaluation	Results
Students in grades six – eight will demonstrate grade level proficiency in ELA	At least 70% of sixth – eighth grade students will demonstrate proficiency in ELA	7% from baseline or prior year.	Florida Standards Assessment (FSA) results Florida Assessments for Instruction in Reading – Florida Standards (FAIR-FS) i-Diagnostic Reading Assessment (not used for 2018-19 academic year). NWEA MAP	Students will meet the ELA proficiency target.
Students in grades six – eight will demonstrate grade level proficiency in Mathematics	At least 70% of sixth – eighth grade students will demonstrate proficiency in Mathematics	7% from baseline or prior year.	Florida Standards Assessment (FSA) results i-Diagnostic Math Assessment-(not used for 2018-19 academic year). NWEA MAP	Students will meet the Math proficiency target.
Students in grade eight will demonstrate proficiency in Writing.	At least 75% of all eighth-grade students will score 4.0 or higher on the FSA writing assessment	The school will show annual improvement of 1% or more in the percentage of students in eighth grade scoring 3.0 or higher.	FSA ELA Writing Assessment	Students will meet the Writing proficiency standard
Students in grade eight will demonstrate proficiency in Science.	At least 50% of all eighth-grade students will demonstrate grade level proficiency in Science.	Science will improve consistent with or above the district levels.	Statewide Science Assessment (SSA) results	Students in grade eight will demonstrate proficiency in Science.

The School understands and is dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and continually strives for academic excellence on challenging State academic standards (Math and Language Art Florida Standards, and the Next Generation Sunshine State Standards) and the State academic assessment (FSA, SSA and EOC).

Success in meeting the above school-wide goals and objectives for year one will be measured by the following:

Year 1

The school-wide goal for year one is set with the assumption that the longer a student stays with the School, the higher the performance of the school and the student as he/she is promoted. It is the School’s intention to exceed the year one goal of earning a school grade of a C or better. Goals in year two and beyond will be based on meeting or exceeding the baseline achieved in year one (or the year prior).

Academic Performance Goals - CADMS				
	Reading	Mathematics	Science	Writing
% Meeting High Standards	70%	70%	50%	80%
% of Students Making Learning Gains	60%	61%		
Adequate Progress of Lowest 25% in the School	61%	63%		
School Grade	C or above			

In addition to annual assessments, the School will conduct screenings, progress monitoring, and diagnostic assessments throughout the school year at scheduled intervals to continue documentation of student ongoing learning gains. These assessments will incorporate the FSA, Florida Assessments for Instruction in Reading (FAIR-FS), i-Ready and may include other specific competency-based assessments to evaluate the effectiveness of the curriculum and teaching methods. Other methods of assessing students' mastery of performance outcomes will include, but are not limited to, benchmark mini assessments, observations, teacher created tests and quizzes, projects, presentations, portfolios, peer-evaluation, and self-evaluations. Ongoing review of Progress Reports and Student Report Cards will also be used as tools to align data representing student progress and learning. These assessments or other ongoing means of evaluation will be used as a baseline for year one and subsequently be an integral part of continuous planning and refinement of educational goals and strategies.

Year 2

With the assumption that the school will increase enrollment in year two, the School will sustain momentum by earning a school grade of a “B” while also maintaining the academic performance goals.

Year 3

The School will maintain a grade of a “B” or above while continuing to improve in academic performance goals.

We will provide instruction that will help ELL students to develop communicative and academic skills necessary for meeting national, state and district educational standards.

The same program goals and objectives for ELL students as non-ELL students exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELL students).

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:

Championship Academy of Distinction Middle School has been in operation for two years. The information provided in Section 2 is a comparison between the 2017 and 2018 FSA, EOC and SSA data, i-Ready progress monitoring data and ELL ACCESS scores. The data indicate that there is an obvious decrease in proficiency in English Language Arts at the 7th and 8th grade levels, Math at the 7th grade level, Algebra at the 8th grade level, Science at the 8th grade level and Civics at the 7th grade level. These are critical areas of focus as the prior year's FSA data was what led the school to attain a letter grade of "C". Based on the data provided, there has been an overall decline in proficiency and learning gains over the past two years. Although the number of students tested during the past two years has been over 98%, the outcome of the 2018 FSA demonstrates the need for consistent data driven instruction and progress monitoring through effective instructional decision-making. This will be the focal point of the narrative below.

Table 1 outlines the grade level comparison of the 2017 and 2018 FSA results by subject area proficiency.

ELA

6th Grade increased by 4 percentage points
7th Grade declined by 19 percentage points
8th Grade declined by 10 percentage points

Math

6th Grade increased by 10 percentage points
7th Grade declined by 34 percentage points
8th Grade increased by 42 percentage points
8th Grade scores for the Algebra EOC declined by 40 percentage points

Science

8th Grade declined by 3 percentage points

Civics

7th Grade declined by 24 percentage points

Table 2 outlines the school-wide performance categories based on the 2017 and 2018 FSA results. The overall achievement level for ELA declined by 7 percentage points, while Math remained the same. The Science achievement level decreased by 3 percentage points and Civics declined by 24 percentage points.

Table 3 is comprehensive overview of the data presented in Tables 1 and 2. There is a correlation between the percentage of students proficient and the percentage of students making learning gains as well as those in the bottom quartile.

Figure A highlights the trend of grade-level cohort progression for the past two years. It is evident that there has been a decline for all cohort groups in ELA and Math, except 8th Grade Math. It must be noted that the 7th Grade Math cohort group for 2018 reduced in size, as there were students on the advanced track who were enrolled in 8th grade Math. Therefore, the results for the 2017 6th Grade Math included these advanced students who were not in the 2018 7th Grade overall proficiency.

Table 4 provides a detailed breakdown of the FSA ELA by cluster and grade level between 2017 and 2018. It should be taken into consideration that during the 2017-2018 academic year there was a high ELA teacher turnover within the middle grades.

For 6th Grade ELA there was a significant decline in all but two of the five clusters as listed below:

- Key Ideas – decreased by 6 percentage points
- Craft and Structure – decreased by 4 percentage points
- Integration of Knowledge and Ideas – decreased by 16 percentage points
- Language and Editing – increased by 11 percentage points
- Text-Based Writing – increased by 15 percentage points

It should be noted that two most heavily weighted clusters, Craft & Structure and Integration of Knowledge & Ideas showed decline.

For 7th Grade ELA there was a decline across the board as follows:

- Key Ideas – decreased by 7 percentage points
- Craft and Structure – decreased by 10 percentage points
- Integration of Knowledge and Ideas – decreased by 7 percentage points
- Language and Editing – decreased by 6 percentage points
- Text-Based Writing – decreased by 1 percentage point

This performance denotes that our 7th Grade cohort is the lowest performing group within our middle school.

For 8th Grade ELA there was an increase in proficiency in three of the five clusters as listed below:

- Key Ideas – decreased by 5 percentage points
- Craft and Structure – increased by 3 percentage points
- Integration of Knowledge and Ideas – decreased by 13 percentage points
- Language and Editing – increased by 2 percentage points
- Text-Based Writing – increased by 4 percentage points

One of the areas of improvement for this group falls within the heaviest weighted cluster, Craft and Structure. However, the overall percentage of decline exceeds the overall percentage of increase noted.

The results of the 2018 FSA ELA demonstrate the need for continuous standards-based instruction that is driven by consistent data collection and analysis, in addition to effective progress monitoring that targets teacher and student achievement. For the 2018-2019 school year, students who received a level 1 or 2 on the 2018 FSA ELA, have been placed in Intensive Reading and are receiving instruction using INSIDE and/ REWARDS based on their needs. Additionally, students were placed accordingly, using the Broward County Public School Struggling Reader Chart as well as their Pre-and-Post assessment scores from INSIDE. The Intensive Reading classes are designed to support students in developing

the skills necessary to improve in deficient areas, which will ultimately aid in all-around improvement. More specifically, improvement will be evident in students' quality of text-based writing as a direct result of mastering all the skills taught in the four clusters of the statewide ELA curriculum.

Table 5 provides a detailed breakdown of the FSA Math by cluster and grade level between 2017 and 2018.

For 6th Grade Math there was an increase in proficiency in three of the five clusters as listed below:

Ratio & Proportional Relationships – decreased by 1 percentage point
Expression & Equations – increased by 5 percentage points
Geometry – increased by 14 percentage points
Statistics and Probability – decreased by 8 percentage points
The Number System – increased by 5 percentage points

Two of the three clusters showing an increase fall within the heaviest weighted clusters for sixth grade math.

For 7th Grade Math there was a decrease in proficiency in all five clusters as listed below:

Ratio & Proportional Relationships – decreased by 1 percentage point
Expression & Equations – decreased by 13 percentage points
Geometry – decreased by 16 percentage points
Statistics and Probability – decreased by 6 percentage points
The Number System – decreased by 28 percentage points

The seventh-grade group is evidently the lowest-performing grade level in the school. When compared to the 2016-17 seventh-grade group's proficiency, there is a 34-percentage point difference. This indicates that the 2018 seventh-grade group will need to receive extensive academic support through Intensive Math courses to be successful in 8th Grade Math. Despite the decline noted in all cluster areas, the overall proficiency of this group compared to their 2017 scores in 6th grade Math only decreased by 3 percentage points. This demonstrates that there were adequate learning gains made by this group, considering that for the 2017-18 academic year the advanced seventh-grade students were separated. In the 2016-2017 year, however, they were all placed together.

For 8th Grade Math there was an increase in proficiency in all four clusters as listed below:

Expression & Equations – increased by 19 percentage points
Functions – increased by 17 percentage points
Geometry – increased by 2 percentage points
Statistics, Probability and Number System – increased by 20 percentage points

As a result of the positive trend noted among each cluster of the eighth-grade group, there was a 42-percentage point increase in proficiency from 32% to 74%.

The 2018 FSA Math results shed light on the fact that there is an urgent need for remediation among the 2018 seventh-grade cohort. This group's overall proficiency of 29%, had a direct impact on the 2018 school grade. Given the fact that we were one point away from a 'C,' it is crucial that this cohort of students is targeted to receive academic intervention provided through the Intensive Math course offered to all Level 1 and 2 students.

Table 6 provides a comparative analysis of the 8th Grade Algebra EOC scores for 2017 and 2018. The data indicates a decline in proficiency in all three clusters as listed below:
Algebra and Modeling –decreased by 7 percentage points

Functions and Modeling – decreased by 7 percentage points

Statistics and The Number System – decreased by 4 percentage points

The overall decline of 40 percentage points is a direct result of student placement. Although these students were proficient in 7th grade math, they were not equipped with the prerequisite skills necessary for Algebra. Further analysis of the data indicate that these students should have been scheduled to take Pre-Algebra for the 2017-18 academic year but this was not done. Thus, this group showed a significant decline in overall proficiency for the 2017-18 academic year. To ensure that this does not recur, student placement was a collaborative process among the administrative team guided by the 2017-18 FSA results.

Table 7 highlights the percent of students proficient on the 8th Grade SSA Science for the 2017 and 2018 academic year. The data suggests that there has been no improvement for the past two years as proficiency decreased from 37% to 34% and no growth was shown in any of the tested clusters.

Table 8 outlines student overall proficiency on the Civics EOC for the 2017 and 2018 academic years. The data demonstrates that the percentage of students proficient on this assessment decreased significantly.

Tables 9a-9d provides a detailed overview of student performance organized by grade level, subject area and proficiency level.

When comparing the FSA ELA results from 2017 and 2018, in **Table 9a**, it is evident that the percent of students scoring a Level 3 or above increased at only the 6th Grade level by 4.5 percentage points. The percent of students earning a Level 4 or above decreased at all grade levels. This data directly correlates to the data from **Table 2**, which highlights the fact that learning gains in ELA decreased by 10 percentage points. However, the ELA bottom quartile learning gains increased by seven percentage points, which could be a direct result of the sixth-grade group having a larger percent of students earning a Level 3 and above in 2018.

Table 9b compares the FSA Math results from 2017 and 2018 and brings into focus the percent of students earning Level 3 and above or Level 4 and above. The data from this table demonstrates that there was an increase in the percentage of students earning Level 3 and above in 6th and 8th Grade groups, but a significant decline in the seventh-grade group. However, overall proficiency of the students in grades 6-8 remained the same, at 45 percentage points, according to information presented in **Table 2**. This also aligns with the fact that there was not a significant decrease in Math learning gains and progress of bottom quartile students.

Table 9c indicates that there was a decrease in the percent of students earning Level 3 or above in 8th Grade SSA Science over the past two years.

Table 9d summarizes the results of the percent of students who were proficient on the 7th Grade Civics EOC between the 2016-2017 and 2017-2018 academic years. There was a significant decline in the percent of students earning Level 3 or above which resulted in the overall proficiency decreasing from 73 percentage points on the 2017 EOC to 49 percentage points on the 2018 EOC.

Tables 10a-10d provides insight on student performance by race/ethnicity on the FSA and EOC Assessments for the past two years.

As per **Tables 10a-10d**, the performance of students from all race/ethnicity groups decreased on Civics EOC from the 2016-2017 and 2017-2018 academic year. However, there was a slight increase of 0.2 percentage points by Black students in the FSA ELA and notable increases in proficiency for all groups on the FSA Math and SSA Science.

Tables 11a-11d details student performance by economic status on the FSA and EOC Assessments for the past two years.

As per **Tables 11a-11d**, economically disadvantaged students demonstrated improvements on the FSA Math and Science SSA from the 2016-2017 and 2017-2018 academic year. However, there was a considerable decrease in the percent of students earning a Level 3 and above on the FSA ELA and Civics EOC.

According to the 2016-17 FSA English Language Arts scores of SWD's presented in **Tables 12a-12i**, results showed that the percentage of students who were proficient at Level 3 and above was 15.8% compared to 21.1% in 2017-18. According to the test results from the 2016-17 FSA Mathematics scores, there was also an increase in the number of SWD proficient levels from 11.1% to 21.1% in 2017-18 school year. The increase in proficiency of 5.3 percentage points in ELA and 10 percentage points in Mathematics is attributed to

CMSD/tlc/08162018rev

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

a combination of interventions and data chats provided directly to students in the general education classroom and in the ESE resource room. In the data chats, items discussed included student grades, i-Ready results and performance based on observations and setting goals/planning for success. In addition, the provision of accommodations as stated per their IEP's coupled with encouragement and praise for all learning gains demonstrated whether big or small. As a result, we have observed that some students have even shown an increase in self-confidence as demonstrated by their testimony and more independence in their work efforts.

Another contributing factor in the success of our SWD's is the awareness of who they are by their General Education teachers. In the beginning of the school year all teachers are given an orientation on how to read the IEP's they were provided, the difference between an IEP and 504, and the importance of differentiating instruction. Instruction and modeling of how to implement accommodations in the classroom were given, emphasizing familiarity with the accommodations for each student. In addition, teachers were given feedback based on informal classroom observations checking for implementation of accommodations and differentiated instruction.

Tables 12e-f show the overall proficiency of SWD (including Gifted) and their performance on the FSA ELA broken down by reading subgroups, the percentage of correct answers. Based on the results the areas of deficiency for SWD in Year 1 and Year 2 are as follows:

6th graders performed lowest in Integration of Knowledge and Ideas 23%, Craft and Structure 40% and Key Ideas 31%
7th graders performed lowest in Integration of Knowledge and Ideas 12%, Craft & Structure 25% and Key Ideas 22%
8th graders performed lowest in Integration of Knowledge and Ideas 43% and Key Ideas 36%

Gifted only

5th graders (year one) performed lowest in Integration of Knowledge and Ideas 50% and Key Ideas 63%
6th graders (year two) performed lowest in Craft and Structure 77% and Text -Based Writing 85%

*Although the overall proficiency of the 6th and 7th grade groups decreased in ELA, it is noted there was a significant increase in performance for 6th graders in Text Based Writing by 58 percentage points.

**7th graders overall showed the lowest performance in proficiency.

Tables 12g-h show the overall proficiency of SWD (including Gifted) and their performance on the FSA Mathematics broken down by its' subgroups, the percentage of correct answers. Based on the results the areas of deficiency for SWD in Year 1 and Year 2 are as follows:

6th graders performed lowest in Geometry 18%, The Number System 25%, and Statistics & Probability 30%
7th graders performed lowest in Ratio & Proportion 25% and Geometry 15%
8th graders performed lowest in Expressions and Equations 32%, Functions 38% and Geometry 31%

Gifted only

5th graders (year one) performed lowest in Measurement, Data and Geometry 58%
6th graders (year two) performed lowest in Geometry 56% and The Number System 71%

The subgroup for Algebra I in **Table 12i** was very low in Year 1 containing three SWD and in Year 2 only one SWD. The low proficiency of the students can be attributed in part to no exposure to Pre-Algebra prior to taking Algebra I.

Figures B-D and Tables 13-16 provide a thorough analysis of the ELL student population performance on the WIDA ACCESS test and the statewide assessments during the 2017 and 2018 school year. Below is an explanation of the data presented in Section 2:

The ACCESS scores that indicate student proficiency are Level 4 - Expanding, Level 5 – Bridging and Level 6 - Reaching. When compared to the 2017 ACCESS scores, 2018 ACCESS scores indicated that 6th- 8th Grade students decreased in their composite scores. This data correlates to ELL students’ performance on the FSA, as their overall proficiency significantly decreased in ELA from 2017 to 2018.

From the 2016-2017 academic year to the 2017-2018 academic year, there was a decrease in the ELL population from 6th to 7th grade. In the 2016-2017 academic year, there were 32 sixth graders and by 2017-2018 there were 17 ELL students in 7th grade. Fifteen ELL students were either exited from the program or withdrawn from the school. However, only 31 of those 32 students’ FSA scores were valid. Similarly, in the 2017-18 academic year, there were 11 sixth-grade ELL students who completed their ACCESS assessment but only 9 of those students completed the FSA.

There was a 2.5% decrease from the 2016-2017 academic year to the 2017-2018 school year in ELL students who scored a Level 3 or higher on Access. However, the 7th grade group showed an increase in proficiency on the Civics EOC. In the 2017-2018 academic year, 41% of the ELL students tested scored a Level 4 or higher in ACCESS which correlates with the increase in the 2017-2018 Civics EOC score of 11.8% ELL students who scored Level 3 and above.

There is a discrepancy overall in student proficiency when comparing their ACCESS scores and their FSA ELA achievement level. There are ELL students who scored Levels 3 and 4 in ACCESS but a Level 1 in FSA ELA. This may be due to a high ELA teacher turnover in the 2017-18 academic year coupled with insufficient support and remediation for the influx of new ELL students.

Table 17 outlines the percentage of students predicted to be proficient based on i-Ready progress monitoring data. Using this table there is a correlation between the predicted proficiency and the actual proficiency of students on the 2018 FSA ELA and Math. This comparison also predicted that the school grade for the 2018 school year would have been a ‘D.’

<u>i-Ready Predicted Proficiency</u>	<u>Actual</u>
6 th Grade Reading – 32%	6 th Grade FSA ELA – 42%
7 th Grade Reading – 36%	7 th Grade FSA ELA – 32%
8 th Grade Reading – 41%	8 th Grade FSA ELA – 43%
6 th Grade Math -35%	6 th Grade FSA Math – 42%
7 th Grade Math – 27%	7 th Grade FSA Math – 29%
8 th Grade Math – 48%	8 th Grade FSA Math -74%

Based on the 2018 i-Ready AP3 in Reading provided in **Figure E**, the number of students below grade level, in grades 6-8, was significantly higher than that of the students who were on grade level. At least 70% of students in 6th-8th grade were below grade level, while less than 30% were on grade level. The 2017 i-Ready AP3 in Reading displayed in **Figure F** indicated that more than 60% of students in 6th grade were below grade level, while less than 50% of 7th and 8th grade students were below grade level. This data directly aligns with the 2017 ELA FSA data outlined in Table 4 which reveals that only 38% of students in 6th grade were proficient, while more than 50% of students in 7th and 8th grade were proficient. Similarly, **Figure G** displays the results of the 2018 i-Ready Math AP3 data which indicates that more than 70% of students in 7th grade were below grade level, while less than 40% of students in 6th and 8th grade were below grade level. The 2017 i-Ready AP3 in Math displayed in **Figure H** demonstrated that there were more 7th grade students proficient when compared to the other grade levels. This data correlates with the 2017 Math FSA results which indicated that only 32% of 6th and 8th grade students were proficient while 63% of the 7th grade group were proficient. Ultimately, the i-Ready data proved to be a reliable indicator of how our students would have performed and was validated after analyzing each grade-level’s overall performance on the FSA ELA and Math.

9-12 Academic Data Analysis:
N/A

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 the 2018 FSA ELA student achievement data, more than 50% of students in Grades 6, 7 and 8 were deficient in the clusters of Key Ideas and Integration of Knowledge and Ideas.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	August - May	Collections INSIDE REWARDS Ready Florida (tutoring)	FAIR INSIDE Placement ACCESS for ELLs 2.0	Classroom Teacher Instructional Coaches Principal	<p>The school systematically analyzes data by teacher and student performance and makes instructional decisions on an on-going basis. The Collaborative Problem-Solving Team (CPST) meets monthly to monitor students’ progress and their response to instruction to determine next steps.</p> <p>Student placement for all grade levels will be determined by the 2018 ELA FSA and INSIDE Placement Test. The Broward County Public Schools Struggling Reader Chart will be also used in determining student placement. Additionally, the MTSS approach will be implemented to further facilitate the intervention process. The data collected from the 2018 ELA FSA and INSIDE will help to identify the interventions needed to increase student achievement.</p> <p>The core ELA and Intensive Reading teacher will collaborate to plan and implement data-driven instruction.</p> <p>Tier 2 Support There will be strategic data-driven instruction through mandatory Intensive Reading courses for students who earned a Level 1 or Level 2 on the 2018 FSA ELA. The instruction will be supported by the National Geographic/Cengage INSIDE curriculum. Close reading strategies will also be implemented in the Intensive Reading curriculum. Teachers will engage in on-going progress monitoring that will be used to promote instructional decisions that follow the Multi-Tiered System of Support (MTSS) framework.</p> <p>Tier 3 Support Voyager-Sopris ‘REWARDS’ will be utilized as a short-term intensive intervention for students who fall within the Tier III bracket. This reading program will assist disfluent Level 1 and 2 students. This intensive instruction is in addition to the core ELA and Intensive Reading courses. Our traditional schedule allots 55 minutes per class period, which allows for students to be pulled out daily from their elective area classes to receive instruction in REWARDS.</p> <p>Teacher- Instructional Coach Data Chats Biweekly data chats will be facilitated by instructional coaches with ELA and Intensive Reading teachers to identify student performance trends, measure progress and determine strategies for teaching and learning. Additionally,</p>

					<p>teacher and student goals will be examined continuously in order to effectively progress monitor.</p> <p>Student – Teacher Data Chats Teachers will engage students in data chats to</p> <ul style="list-style-type: none"> • Define academic goals • Track progress towards academic goal • Evaluate outcomes of goal(s) set • Revise or create new goals/ celebrate success <p>Differentiated Instruction Intensive Reading courses will be organized by students’ reading levels, rather than grade levels. This will maximize Intensive Reading teachers’ opportunity to execute daily rotations, according to students’ levels, that meet the standards-based lesson objective. In the core ELA class, the teacher will also implement small group rotations to provide rigorous grade level instruction that meets students’ needs.</p> <p>Cross-Curricular Literacy Approach The CPST meetings will allow for collaboration among teachers, from all subject areas, to identify strategies for implementing reading comprehension skills throughout the school.</p> <p>Professional Development Teachers will participate in workshops hosted by textbook publishing companies to develop a deeper understanding of the curriculum. Teachers will engage in off-site professional development activities determined by their annual professional growth plan or leadership team recommendations. Professional Learning Community (PLC) teams will be established based on subject area and teachers will collaborate to ensure that instruction is tailored to foster student growth. In addition to subject area lead teachers, there are also mentor teachers who are assigned to teachers flagged as needing improvement according to the school’s approved evaluation system.</p> <p>Extended Learning Opportunity The school will host Saturday tutoring to provide an extension of learning activities from January to May in preparation for statewide assessments. Additionally, the school will provide after-school tutoring opportunities for students who are unable to attend the Saturday tutoring. The extended learning opportunities will be facilitated by current instructional employees who will receive a stipend for their commitment and participation.</p>
ESOL	August-May	INSIDE ELL Component Okapi-New Heights Set	FAIR ACCESS for ELLs 2.0	ESOL Contact	<p>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.</p>

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

		Continental-Practice Exercises Basic English and Vocabulary Links for English Development.			<p>Pull Outs Students are pulled from their special area classes three times a week, for 45 minutes each session, to receive small group instruction. Within these pull-out sessions, students will work on developing their comprehension of content area vocabulary.</p> <p>In-Class ELLevation Strategies Teacher will incorporate research-based instructional activities into their daily lessons to differentiate instruction for all ELLs.</p>
ESE	August-May	REWARDS	FAIR DAR	Classroom Teacher ESE Specialist ESE Teacher/Provider	SWD will be included and integrated in all remedial activities for English Language Arts in addition to ESE services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will be provided with the IEP's and accommodations for those receiving any form of remediation or enrichment. Progress monitoring will be clearly documented to use data to drive interventions.
ESE-Gifted	August-May	Evidence-Based Practices included in the Curriculum Planning and Instruction Standard	FAIR DAR Aptitude Test	Classroom Teacher ESE Specialist ESE Teacher/Provider	SWD – Gifted strategies will be integrated in enrichment activities that include differentiation of content, process and product for English Language Arts in combination with their Educational Plan (EP) to foster continuous progress. Staff working with SWD-Gifted will be provided with their EP's. Progress monitoring will be clearly documented to use data to drive interventions.

Based on the 2018 FSA ELA student achievement data, students in Grades 6, 7 and 8 were deficient in the cluster of Craft & Structure and demonstrated minimal improvement in Text-Based Writing.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ELA	August-May	<p>Collections</p> <p>INSIDE</p> <p>REWARDS</p> <p>Ready Florida (tutoring)</p>	<p>FAIR</p> <p>Collections: Performance Assessments</p> <p>INSIDE Placement</p> <p>ACCESS for ELLs 2.0</p>	<p>Classroom Teacher</p> <p>Instructional Coaches</p> <p>Principal</p>	<p>The school systematically analyzes data by teacher and student performance and makes instructional decisions on an on-going basis. The Collaborative Problem-Solving Team (CPST) meets monthly to monitor students’ progress and their response to instruction to determine next steps.</p> <p>Student placement for all grade levels will be determined by the 2018 ELA FSA and INSIDE Placement Test. The Broward County Public Schools Struggling Reader Chart will be also used in determining student placement. Additionally, the MTSS approach will be implemented to further facilitate the intervention process. The data collected from the 2018 ELA FSA and INSIDE will help to identify the interventions needed to increase student achievement.</p> <p>The core ELA and Intensive Reading teacher will collaborate to plan and implement data-driven instruction.</p> <p>Tier 2 Support</p> <p>There will be strategic data-driven instruction through mandatory Intensive Reading courses for students who earned a Level 1 or Level 2 on the 2018 FSA ELA. The instruction will be supported by the National Geographic/Cengage INSIDE curriculum. Close reading strategies will also be implemented in the Intensive Reading curriculum. Teachers will engage in on-going progress monitoring that will be used to promote instructional decisions that follow the Multi-Tiered System of Support (MTSS) framework.</p> <p>Tier 3 Support</p> <p>Voyager-Sopris ‘REWARDS’ will be utilized as a short-term intensive intervention for students who fall within the Tier III bracket. This reading program will assist disfluent Level 1 and 2 students. This intensive instruction is in addition to the core ELA and Intensive Reading courses. Our traditional schedule allots 55 minutes per class period, which allows for students to be pulled out daily from their elective area classes to receive instruction in REWARDS.</p> <p>Teacher- Instructional Coach Data Chats</p> <p>Biweekly data chats will be facilitated by instructional coaches with ELA and Intensive Reading teachers to identify student performance trends, measure progress and determine strategies for teaching and learning. Additionally, teacher and student goals will be examined continuously in order to effectively progress monitor.</p> <p>Student – Teacher Data Chats</p> <p>Teachers will engage students in data chats to</p> <ul style="list-style-type: none"> • Define academic goals

					<ul style="list-style-type: none"> Track progress towards academic goal Evaluate outcomes of goal(s) set Revise or create new goals/ celebrate success <p>Differentiated Instruction Intensive Reading courses will be organized by students’ reading levels, rather than grade levels. This will maximize Intensive Reading teachers’ opportunity to execute daily rotations, according to students’ levels, that meet the standards-based lesson objective. In the core ELA class, the teacher will also implement small group rotations to provide rigorous grade level instruction that meets students’ needs.</p> <p>Cross-Curricular Literacy Approach The CPST meetings will allow for collaboration among teachers, from all subject areas, to identify strategies for implementing reading comprehension skills throughout the school.</p> <p>Professional Development Teachers will participate in workshops hosted by textbook publishing companies to develop a deeper understanding of the curriculum. Teachers will engage in off-site professional development activities determined by their annual professional growth plan or leadership team recommendations. Professional Learning Community (PLC) teams will be established based on subject area and teachers will collaborate to ensure that instruction is tailored to foster student growth. In addition to subject area lead teachers, there are also mentor teachers who are assigned to teachers flagged as needing improvement according to the school’s approved evaluation system.</p> <p>Extended Learning Opportunity The school will host Saturday tutoring to provide an extension of learning activities from January to May in preparation for statewide assessments. Additionally, the school will provide after-school tutoring opportunities for students who are unable to attend the Saturday tutoring. The extended learning opportunities will be facilitated by current instructional employees who will receive a stipend for their commitment and participation.</p>
ESOL	August-May	<p>INSIDE ELL Component</p> <p>Okapi-New Heights Set</p> <p>Continental-Practice Exercises Basic English and Vocabulary Links for English Development.</p>	<p>FAIR</p> <p>ACCESS for ELLs 2.0</p>	ESOL Contact	<p>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.</p> <p>Pull Outs Students are pulled from their special area classes three times a week, for 45 minutes each session, to receive small group instruction. Within these pull-out sessions, students will work on developing their comprehension of content area vocabulary.</p>

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

					<p>In-Class ELLevation Strategies Teacher will incorporate research-based instructional activities into their daily lessons to differentiate instruction for all ELLs.</p>
ESE	August-May	REWARDS	FAIR DAR	Classroom Teacher ESE Specialist ESE Teacher/Provider	SWD will be included and integrated in all remedial activities for English Language Arts in addition to ESE services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will be provided with the IEP's and accommodations for those receiving any form of remediation or enrichment. Progress monitoring will be clearly documented to use data to drive interventions.
ESE-Gifted	August-May	Evidence-Based Practices included in the Curriculum Planning and Instruction Standard	FAIR DAR Aptitude Test	Classroom Teacher ESE Specialist ESE Teacher/Provider	SWD – Gifted strategies will be integrated in enrichment activities that includes differentiation of content, process and product for English Language Arts in combination with their Educational Plan (EP) to foster continuous progress. Staff working with SWD-Gifted will be provided with their EP's. Progress monitoring will be clearly documented to use data to drive interventions.

Based on the 2018 FSA Math student achievement data, 58% of 6th grade students and 71% of 7th grade students were deficient in Math, while 83% of students in Grade 8 were deficient in Algebra. Deficiencies existed in all domains.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Math	August-May	Go Math Intervention Supports Ready Florida Toolkit Manipulatives	Observation Bi-weekly Assessments Pre/Post Tests	Classroom Teacher Instructional Coaches Principal	<p>There was an error in placement of 8th grade students in Algebra as these students were never received instruction in Pre-Algebra. As a result, these students were not proficient on the Algebra EOC. Going forward, the student scheduling process will be monitored closely by the administrative team to ensure that they are placed in the correct classes.</p> <p>Mathematics teachers use multiple research-based instructional delivery models to target the varying academic needs of our students. To do so, the following must be taken into consideration:</p> <ol style="list-style-type: none"> 1) Student placement determined by 2018 FSA. Students who earned a Level 1 or Level 2 on the 2018 FSA Math are placed in an Intensive Math course, in addition to their grade-level math course. Intensive Math instruction is received daily. 2) Teachers will engage in biweekly data chats that are centered around progress monitoring data that will support instructional decisions. 3) Math concepts are integrated into Art and Music courses at least twice a week to facilitate students' understanding of applying math to real-world concepts. Teachers will utilize online resources such as CPALMS.org, TeacherVision.com and CNX.org, to assist in the process of creating lesson plans that integrate math concepts with visual and performing arts. <p>Tier 2 Support There will be strategic data-driven instruction through mandatory Intensive Math courses for students who earned a Level 1 or Level 2 on the 2018 FSA Math. The instruction will be supported by the Go Math Curriculum Intervention Supports, in addition to the Ready Florida text. Core Math teachers and Intensive Math Teachers will engage in common planning weekly to identify areas of deficiency to be addressed in the Intensive classes. Intensive Math teachers will be provided with access to the digital component of Go Math and ready Florida resources. Teachers will engage in on-going progress monitoring that will be used to promote instructional decisions that follows the Multi-Tiered System of Support (MTSS) framework.</p> <p>Tier 3 Support Students who have been placed in Tier III, according to the biweekly progress monitoring process will receive Intensive Math Intervention through small group pull-outs during their Intensive Math class at least three times per week. This student group will be no more than five students per session and will target the foundational skills necessary for student achievement in math.</p> <p>Teacher- Instructional Coach Data Chats</p>

					<p>Biweekly data chats will be facilitated by instructional coaches with regular Math and Intensive Math teachers to identify student performance trends, measure progress and determine strategies for teaching and learning. Additionally, teacher and students’ goals will be examined continuously in order to effectively progress monitor.</p> <p>Student – Teacher Data Chats Teachers will engage students in data chats to</p> <ul style="list-style-type: none"> • Define academic goals • Track progress towards academic goal • Evaluate outcomes of goal(s) set • Revise or create new goals/ celebrate success <p>Differentiated Instruction The Intensive Math course will provide teachers with the opportunity to execute daily rotations, according to student levels, that meet the standards-based lesson objective. In the core Math class, the teacher will also implement small group rotations to provide rigorous grade level instruction that meets students’ needs.</p> <p>Cross-Curricular Literacy Approach The CPST meetings will allow for collaboration among teachers, from all subject areas, to identify strategies for implementing literacy skills in math throughout the school.</p> <p>Professional Development Teachers will participate in workshops hosted by textbook publishing companies to develop a deeper understanding of the curriculum. Teachers will engage in off-site professional development activities determined by their annual professional growth plan or leadership team recommendations. In addition to subject area lead teachers, there are also mentor teachers who are assigned to teachers flagged as needing improvement according to the school’s approved evaluation system.</p> <p>Extended Learning Opportunity The school will host Saturday tutoring to provide an extension of learning activities from January to May in preparation for statewide assessments. Additionally, the school will provide after-school tutoring opportunities for students who are unable to attend the Saturday tutoring. The extended learning opportunities will be facilitated by current employees who will receive a stipend for their commitment and participation.</p>
ESOL	August-May	ELL Component of Go Math by grade level	Go Math Assessments for ELLs	ESOL Contact	<p>An extension of ELA Language Enrichment Camp will be used to teach students Mathematical vocabulary to ensure that students develop a deep understanding of key concepts and ideas in math.</p> <p>Pull Outs Students are pulled from their special area classes three times a week, for 45 minutes each session, to receive small group instruction. Within these pull-out</p>

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

					<p>sessions, students will work on developing their comprehension of content area vocabulary.</p> <p>In-Class ELLevation Strategies Teacher will incorporate research-based instructional activities into their daily lessons to differentiate instruction for all ELLs.</p>
ESE	August-May	Go Math Interventions	Go Math Leveled Assessments Key Math	Classroom Teacher ESE Specialist ESE Teacher/Provider	<p>SWD will be included and integrated in all remedial activities for Mathematics in addition to ESE services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will be provided with the IEP's and accommodations for those receiving any form of remediation or enrichment. Progress monitoring will be clearly documented to use data to drive interventions.</p>
ESE - Gifted	August-May	Evidence-Based Practices included in the Curriculum Planning and Instruction Standard	Key Math Aptitude Test	Classroom Teacher ESE Specialist ESE Teacher/Provider	<p>SWD - Gifted strategies will be integrated in enrichment activities that includes differentiation of content, process and product for Mathematics in combination with their Educational Plan (EP) to foster continuous progress. Staff working with SWD-Gifted will be provided with their EP's. Progress monitoring will be clearly documented to use data to drive interventions.</p>

Based on the 2018 SSA Science student achievement data, 66% of students in Grade 8 are deficient in Science in all domains.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Science	August-May	Stem Scopes	Observation Bi-weekly Assessments Pre/Post Tests	Classroom Teacher Instructional Coaches Principal	<p>All incoming 8th grade students will be given a Diagnostic Assessment from the Science Fusion curriculum to determine what they have mastered from their 6th and 7th grade Science courses. This same Diagnostic Assessment will be administered at the end of the year to determine student growth. Teachers will utilize the 5E approach to improve students' understanding of Physical Science while bridging learning gaps from previous courses. Students will have the opportunity to consistently engage in standards-based virtual and hands-on experiences through the online Stem Scopes curriculum. Science labs will be a natural component of the curriculum to promote inquiry-based learning. Additionally, students will participate in the annual schoolwide Science Fair that will be facilitated by Science teachers.</p> <p>Cross-Curricular Literacy Approach The CPST meetings will allow for collaboration among teachers, from all subject areas, to identify strategies for implementing literacy skills in science throughout the school.</p> <p>Professional Development Teachers will engage in off-site professional development activities geared towards enhancing their understanding of the 5E Instructional model, embedded in the Stem Scopes curriculum, and effectively facilitating labs.</p> <p>Teacher Assignment In-field, experienced teacher with a positive track record of student performance in Middle School Science has been hired in an effort to improve student achievement.</p>
ESOL	August-May	Research-based Supplemental Materials tailored for language acquisition Okapi-New Heights Set Continental-Practice Exercises Basic English and Vocabulary Links for English Development.	Stem Scopes ELL Component	ESOL Contact	<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 exposures.</p> <p>Pull Outs Students are pulled from their special area classes three times a week, for 45 minutes each session, to receive small group instruction. Within these pull-out sessions, students will work on developing their comprehension of content area vocabulary.</p> <p>In-Class ELLevation Strategies Teacher will incorporate research-based instructional activities into their daily lessons to differentiate instruction for all ELLs.</p>

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

ESE	August-May	Research-based Supplemental Materials tailored to support differentiated instruction	Curriculum-based assessments	Classroom Teacher ESE Specialist ESE Teacher/Provider	SWD will be 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 be provided with the IEP's and accommodations for those receiving any form of remediation or enrichment. Progress monitoring will be clearly documented to use data to drive interventions.
ESE - Gifted	August-May	Evidence-Based Practices included in the Curriculum Planning and Instruction Standard	DAR Aptitude Test	Classroom Teacher ESE Specialist ESE Teacher/Provider	SWD - Gifted strategies will be integrated in enrichment activities that includes differentiation of content, process and product for Science in combination with their Educational Plan (EP) to foster continuous progress. Staff working with SWD- Gifted will be provided with their EP's. Progress monitoring will be clearly documented to use data to drive interventions.

Based on the 2018 Civics EOC student achievement data, 50% of students in Grade 7 are deficient in Civics in all domains.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
Civics	August-May	Gateway to American Government	Observation Bi-weekly Assessments Pre/Post Tests	Classroom Teacher Instructional Coaches Principal	Given the fact that the Civics EOC is only introduced at the 7 th grade level, there is some challenge to garner comparative data. However, in order to prepare our current 7 th grade cohort, the following steps will be taken: 1) Standards-driven instruction 2) Standards-driven assessments 3) Standards-driven data chats Cross-Curricular Literacy Approach The CPST meetings will allow for collaboration among teachers, from all subject areas, to identify strategies for implementing literacy skills in Civics. Teacher Assignment In-field, experienced Social Studies teacher has been hired in an effort to improve student achievement.

**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.

1. The charter will provide a double block of Intensive Reading for students receiving level ones and twos in English Language Arts.
2. The School will provide progress monitoring for all Level 1 and 2 students at a minimum of three times per year utilizing the FAIR-FS as a Baseline, Midyear, and End of the Year Assessment.
3. 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:
 - 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.

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.

Area not implemented per Charter Application: Currently, students' schedules meet the number of required instructional minutes per state statute. However, this does not include the double block of intensive reading as mentioned in the Charter application. Rather, it includes a daily 55-minute block of intensive reading in addition to the core ELA class.

Action steps to addressing identified deficiency: Based on the 2018 FSA ELA student achievement data, 58% of students in Grade 6 and 57% of students in Grade 8 are deficient in reading, specifically in the cluster of Integration of Knowledge and Ideas. The Charter will not make modifications to the current master schedule for 2018 to accommodate the double block of intensive reading. However, Saturday tutoring will be hosted from January – May and will serve as an extended learning opportunity.

Area not implemented per Charter Application: The school did not utilize FAIR to progress monitor reading and mathematics over the past two academic years.

Action steps to addressing identified deficiency: Based on the 2018 FSA Math student achievement data, 71% of students in Grade 7 were deficient in math in all domains. Additionally, 58% students in Grade 6 and 57% of students in Grade 8 were deficient in reading, specifically in the cluster of Integration of Knowledge and Ideas. For the 2018 school year, FAIR will be administered as the primary progress monitoring tool utilized three times per year.

Area not implemented per Charter Application: Language Enrichment Camp and Extended Day Programs were not implemented for the past two academic years.

Action steps to addressing identified deficiency: The school has hired an ESOL Director who now oversees the ESOL contacts, in addition to providing support for teachers. The school will apply for Language Enrichment camp funds for the current school year which will satisfy the extended day program.

Area not implemented per Charter Application: The school has not recruited any bilingual students to serve as peer tutors for the past two academic years.

Action steps to addressing identified deficiency: The school has been actively seeking to implement the peer tutoring method. However, due to transportation reasons the charter has been unsuccessful in this effort. The ESOL Director and ESOL contact will continue to attempt to recruit peer tutors for the duration of the school year.

Deficiency (from Section 5):

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
N/A	N/A	N/A	N/A	N/A	N/A

**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 increased teacher turnover as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Faculty/ Staff	There has been a critical teacher shortage across the state and within the Broward County school district.	Principal Director of Compliance	<p>The school has adopted Broward County Public School pay scale.</p> <p>The school has utilized multiple methods of marketing such as Teacher-Teacher and Indeed.</p> <p>The school also provides a stipend for in-house referrals.</p> <p>The school’s Director of Compliance provides one-on-one meeting sessions to discuss educators’ certification status and follows up as needed.</p> <p>The school has incorporated feedback from faculty and staff for improving school culture. Some of the many initiatives that have been put in place are:</p> <ul style="list-style-type: none"> • Monthly incentives for Teachers of the Month by grade level cluster. • Teacher shout-out in weekly newsletters

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

Area	Barrier	Person Responsible	Action Steps:
Parental Involvement	There is a need for partnership between parents and the school including, but not limited to, active involvement in school activities/events. This partnership will align with our school’s mission to foster interpersonal relationships with parents which will aid in our efforts to involve parents in their child’s education.	Principal Faculty Staff Governing Board	Per the Parent Contract of CADMS, parents must complete at least 20 volunteer hours for each academic year. To boost parental involvement, the school has been offering volunteer hours for attending school-wide events. The school offers activities for parents in multiple languages and flexible timing (mornings, afternoons and evenings). Monthly parent newsletters that are provided digitally, hard-copy and posted on the school’s website and Facebook page.

The school has identified technology as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Technology	Infrastructure is limited in allowing multiple students to access the internet simultaneously.	Principal	The school is working with the Internet Service Providers (ISPs) to increase the capability for multiple students to have connectivity.

The school has identified professional development as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Faculty/ Staff	The school provides opportunities for professional development. However, this area can be improved upon. Since the school is in its third year of operation, a lot of funding was devoted to start-up and operations.	Principal	Title II Part A funds will solely be used for Principal and Teacher Professional Development. An allocation from the 2018 Title I budget will be used for teachers and staff. There is also an allocation for professional development through the UNISIG grant. The school has also opted into the District’s learning plan to provide instructional staff with a wide array of professional learning opportunities.

*Copy/Paste the above chart as many times as needed to address each barrier separately.

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 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 the 2018-19 eighth-grade FSA-ELA proficiency	Increase proficiency by at least 10 percentage points	The 8 th grade FSA ELA proficiency will improve from 32% to at least 42% (2017 = 38%)	Increasing 8 th grade proficiency in ELA will improve the school's overall student proficiency on state assessments.	August– May	Principal Literacy Coach Classroom Teacher
Improve the 2018-19 eighth-grade FSA Math proficiency	Increase proficiency by at least 10 percentage points	The 8 th grade FSA Math proficiency will improve from 29% to at least 44%. (2017 = 32%)	Increasing 8 th grade proficiency in Math will improve the school's overall student proficiency on state assessments.	August– May	Principal Math Coach Classroom Teacher
Improve the 2018-19 seventh-grade Civics EOC proficiency	Increase proficiency by at least 10 percentage points	The 7 th grade Civics EOC proficiency will improve from 49% to at least 59% (2017 = 73%)	Increasing 7 th grade proficiency in Civics will improve the school's overall student proficiency on state assessments.	August– May	Principal Literacy Coach Classroom Teacher
Improve the 2018-19 eighth-grade Science SSA proficiency	Increase proficiency by at least 10 percentage points	The 8 th grade Science SSA proficiency will improve from 34% to at least 44%. (2017 = 37%)	Increasing 8 th grade proficiency in Science will improve the school's overall student proficiency on state assessments.	August– May	Principal Literacy Coach Math Coach Classroom Teacher
Improve FSA English Language Arts Proficiency Scores for ELL students.	Increase percentage of ELL students scoring proficient in all clusters of the FSA ELA by at least 10 percentage points	The percent of ELL students proficient will improve from 15% to at least 25%	Increasing the percent of English Language Proficiency for ELL students will improve the school's overall scores on FSA ELA/Math, Science SSA, EOC Exams and ACCESS Assessments.	August– May	Principal ESOL Contact Classroom Teacher
Improve Language Proficiency Levels for the 2018-19 seventh-grade ELL students on ACCESS assessment.	Increase composite scores of 7 th grade ELL students on the ACCESS assessment by at least 5 points	The overall composite scores of the 2018-2019 seventh-grade ELL cohort on the ACCESS	Increasing the composite scores of 7 th grade ELL students on the ACCESS assessment demonstrate student growth and will	August – May	ESOL Contact Classroom Teacher

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

		assessment will improve from 348 to at least 353.	improve the school's overall scores on FSA ELA/Math, Science SSA, EOC Exams and ACCESS Assessments.		
Improve Language Proficiency Levels for the 2018-19 eighth-grade ELL students on ACCESS assessment.	Increase composite scores of 8 th grade ELL students on the ACCESS assessment by at least 5 points	The overall composite scores of the 2018-2019 eighth-grade ELL cohort on the ACCESS assessment will improve from 368 to at least 373.	Increasing the composite scores of 8 th grade ELL students on the ACCESS assessment demonstrate student growth and will improve the school's overall scores on FSA ELA/Math, Science SSA, EOC Exams and ACCESS Assessments.	August – May	ESOL Contact Classroom Teacher
Improve Proficiency Scores for SWD	Increase number of SWD scoring proficient by at least 10 percent	The percent of SWD students proficient will improve from 28% to at least 38%	Increasing the proficiency of SWD will improve the school's overall scores on FSA ELA/Math, Science SSA, and EOC Exams.	August– May	ESE Specialist ESE Teacher/Provider Classroom Teacher
Improve Proficiency Scores for SWD-Gifted	Increase number of SWD-Gifted scoring proficient by at least 10 percent	The percent of SWD-Gifted students proficient will improve from 75% to at least 85%	Increasing the proficiency of SWD-Gifted will improve the school's overall scores on FSA ELA/Math, Science SSA, and EOC Exams.	August– May	ESE Specialist ESE Teacher/Provider Classroom Teacher

**Copy/Paste the above chart as many times as needed.*

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 May 2019, Championship Academy of Distinction will demonstrate an improvement in parent and family engagement as evidenced by a 5% increase in parent participation in parent surveys, parent-teacher conferences, the ESOL Leadership Council and the school’s annual Multicultural Fair.					
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>
Parent Survey	September - April	Parent Survey Translated Parent Survey	PTA's National Standards for Family-School Partnerships	Teachers Administrative Staff	In partnership with our local PTSA unit, we have implemented a parent survey that identifies areas we are doing well in and areas needing improvements. This is the second year of this year-long commitment to implement school improvements based on PTA's National Standards for Family-School Partnerships. This survey has been approved by our administration and was distributed in September. A post survey will be distributed in April or May to compare results and measure our school improvements. Results from last year’s parent survey showed that we needed to improve our communication to parents about information on how they can support their children’s learning experience. Also, the use of and availability of technology in the classroom for students was a concern. To improve communication between the school and parents, monthly newsletters are created and sent home to parents in print and digital form. These newsletters include family and student-based activities. As school-wide events approach a memo is sent via the parent link through voice messages as a reminder. Flyers are posted in our lobby and outside the school. In addition, flyers are also translated in Spanish which is the second major language of our population.
Parent Teacher Conference	August - May	Student Data Parent Newsletter Parent Link Email Flyers All communication is available in the	Sign-In Sheets	Administrative Staff Teachers	Parent Teacher conferences are designed to give parents the opportunity to understand their child’s academic standing. Teachers are responsible for providing and explaining student performance data evidenced by student work samples. Parents are encouraged to attend conferences at least four times per year during the quarterly parent-teacher conference night. They also have the opportunity to schedule parent-teacher conferences before and after school.

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

		parents' language (Spanish, Haitian-Creole and Portuguese).			Parents are informed of the conference events via e-mails, flyers, newsletters and the parent link. Translators are available to assist parents.
Parent Communication for SWD	August - June	Parent Link Published Flyers Technology All communication is available in the parents' language (Spanish, Haitian-Creole and Portuguese).	Sign-In Sheets Questionnaires	Principal ESE Specialist District	As events are forthcoming and information is provided by the Exceptional Student Learning Support, the information is downloaded, copied and distributed directly to SWD's (to forward to parents), teachers, and administration. Some examples of events include the new ESE Advisory Council meetings, Gifted workshops, Title I Parent Academy Trainings, events for students with autism (i.e. the UM-Card) and Literacy/Science/Math nights. In general, flyers are provided in our information booth which is located in the lobby of our campus. However, when possible, the flyers are also forwarded to parents whose email address was made available for communication. When the opportunity arises, parents are also informed face-to-face of the informational events hosted by our district and local campus by the ESE Coordinator. To reach more parents in the future about the informational events, distribution will be broadened to include not only gifted students for example, but other students who are advanced in their academic performance. In addition, information will be disseminated to parents whose child/ren are undergoing interventions for academic and behavioral challenges to empower them with current information. Translators are available to assist parents.
ESOL Leadership Council	August - June	Flyers Email Parent Link All communication is available in the parents' language (Spanish, Haitian-Creole and Portuguese).	Sign-In Sheets Questionnaires	ESOL Contact ESOL Director	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. The council provides language support to families in understanding the educational process. The ESOL Contact relays information about the council to families at multiple points throughout the year which include but are not limited to Open House and Parent Meetings. Translators are available to assist parents.
Parent Outreach Office	August - June	Flyers Email Parent Link All communication is available in the parents' language (Spanish, Haitian-	Sign-In Sheets Questionnaires	ESOL Contact ESOL Director	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). The ESOL Contact relays information about the parent outreach office to families at multiple points throughout the year which include but are not limited to Open House and Parent Meetings. Translators are available to assist parents.

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

		Creole and Portuguese).			
Multicultural Fair	February	<p>Invitation Letters Emails Flyers Parent Link Newsletters</p> <p>All communication is available in the parents' language (Spanish, Haitian-Creole and Portuguese).</p>	<p>Sign-In Sheets</p> <p>Volunteer Hours</p>	<p>Teachers</p> <p>Administrative Staff</p>	<p>The school hosts an annual Multicultural Fair that allows the cultures of families to be celebrated and shared through activities such as: Potluck-Style Dishes Cultural Performances and Engagements Art Integration for Displays</p> <p>The Multicultural Fair is a highly anticipated event with a significantly high turn-out from families and the surrounding community. Translators are available to assist parents.</p>

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 - 2018	Grade __6th__	Grade __7th__	Grade __8th__	Grade __N/A__	Totals
Attendance below 90 percent	6.0	3.3	4.2		13.5
One or more suspensions	1.0	0.0	0.0		1.0
Course failure in ELA or Math	9.0	5.4	5.6		20.0
Level 1 on statewide assessment	33.0	41.3	35.2		109.5
Students exhibiting two or more indicators	8.0	3.3	5.6		16.9

Indicators - 2017	Grade __6th__	Grade __7th__	Grade __8th__	Grade __N/A__	Totals
Attendance below 90 percent	7.1	10.8	7.7		25.6
One or more suspensions	1.8	0.0	0.0		1.8
Course failure in ELA or Math	25.0	14.9	7.7		47.6
Level 1 on statewide assessment	42.5	29.2	30.0		101.7
Students exhibiting two or more indicators	20.5	12.2	0.0		32.7

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:

Attendance Below 90 Percent
 Based on the Early Warning Indicators, the total number of students in Grades 6-8 who were flagged as having attendance below 90% decreased. However, the school will continue to encourage student attendance by following these procedures:
 1) Homeroom teachers will contact the parents of students who have missed more than one day of instruction per week and log record of communication.
 2) Parents of students who have two or more absences a month will be contacted by the school’s counselor to determine what inhibits the student from attending school, provide suggestions to help the parents resolve the student’s attendance issues.

One or More Suspensions
 The total number of suspensions were minimal for the 2016-2017 and 2017-2018 academic year. However, the school will continue to utilize the Character Education program to encourage positive behaviors among the student population.

Course Failure in ELA or Math

Although the number of course failures in ELA or Math decreased significantly from the 2016-2017 to 2017-2018 academic year, we will continue to utilize data-driven instruction that is consistently monitored to provide the necessary interventions to support student learning.

Level 1 on Statewide Assessment

Based on the Early Warning Signs, there has been an increase in the percentage of students in 7th and 8th grade with a Level 1 on a statewide assessment from 2017 to 2018 as follows:

7th Grade – 12.1% increase

8th Grade – 5.2 % increase

The data suggest that these students have deficiencies which will be addressed through the following:

- Intensive Reading Courses
- Implementation of the MTSS with fidelity
- Extended Learning Opportunity – Saturday tutoring, small group instruction

Percentage of Students Level 1 in ELA or Math

There has been an increase in the percentage of students scoring a Level 1 in ELA or Math from 2017 to 2018 school year as follows:

7th Grade: 12.1%

8th Grade: 5.2%

This comparison shows that there is a greater increase with the 7th grade group than there is with the 8th grade group. Also, included in this subgroup are SWDs whose overall performance increased by 5.3% in ELA and 10% in Mathematics. However, they will benefit from interventions across the board because most SWDs were Level 1s and Level 2s and are below grade level.

The school has the following plan in place to target this subgroup of students:

- Intensive Reading and Mathematics Courses
- Implementation of the MTSS with fidelity
- Individual Instructional Remediation Support
- Extended Learning Opportunity – Saturday tutoring and small group instruction

Students Exhibiting Two or More Indicators

The school’s administrative team will work collaboratively with teachers to identify students who fall within this category and determine appropriate solutions to address these issues. Additionally, parents and students will be invited to participate in the solution process.

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	Students scoring a Level 1 or 2 on the 2018 ELA FSA, are placed into Intensive Reading. The course is offered daily for a 55-minute uninterrupted block.	August-June	INSIDE	Inside Assessments Easy CBM (Supplemental)	Intensive Reading Teacher Instructional Coaches CPST Team
	<input type="checkbox"/> Individual intensive	Students who are not responding positively to the intervention support in Intensive Reading will receive individualized researched-based, Tier 3 instruction. This intensive instructional support will occur daily in 55 minute blocks, during an elective class period.	Every six weeks assessments will be administered to evaluate students' progress	REWARDS	Rewards Assessments Easy CBM (Supplemental)	Interventionist Instructional Coaches CPST Team
Math	<input type="checkbox"/> Small group intensive	Students scoring a Level 1 or 2 on the 2018 Math FSA, are placed into Intensive Mathematics. The	August-June	GO MATH Intervention and Support Materials	GO MATH Assessments Easy CBM (Supplemental)	Intensive Math Teacher Instructional Coaches CPST Team

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

		course is offered daily for a 55-minute uninterrupted block.				
	<input type="checkbox"/> Individual intensive	Students who are not responding positively to the intervention support in Intensive Math will receive individualized researched-based, Tier 3 instruction. This intensive instructional support will occur daily in 55 minute blocks, during an elective class period.	Every six weeks assessments will be administered to evaluate students' progress	GO MATH Intervention and Support Materials	GO MATH Assessments Easy CBM (Supplemental)	Intensive Math Teacher Instructional Coaches CPST Team
Science	<input type="checkbox"/> Small group intensive	Teachers will provide differentiated instruction during the Science and Social Studies block to focus on cross curricula literacy standards that will support remediation.	August- June	Stem Scopes Intervention and Support Materials	Stem Scopes Assessment	Principal Instructional Coach Subject Area Lead Teacher Classroom Teacher
	<input type="checkbox"/> Individual intensive	The school will ensure all data systems and collection processes are calibrated to identify struggling students. Therefore, students needing individual intensive instruction in Science will also be placed in the Intensive Reading Course and receive the same tiered academic support as	Every six weeks assessments will be administered to evaluate students' progress	Stem Scopes Intervention and Support Materials	Stem Scopes Assessment	Principal Instructional Coach Subject Area Lead Teacher Classroom Teacher

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

		identified by the MTSS Model.				
Social Studies	<input type="checkbox"/> Small group intensive	Teachers will provide differentiated instruction during the Science and Social Studies block to focus on cross curricula literacy standards that will support remediation.	August-June	Curriculum-Based Intervention Support	Curriculum-Based Assessment	Principal Instructional Coach Subject Area Lead Teacher Classroom Teacher
	<input type="checkbox"/> Individual intensive	The school will ensure all data systems and collection processes are calibrated to identify struggling students. Therefore, students needing individual intensive instruction in Social Studies will also be placed in the Intensive Reading Course and receive the same tiered academic support as identified by the MTSS Model.	Every six weeks assessments will be administered to evaluate students' progress	Intervention Supports from Gateway to American Government Textbook Intervention Supports from National Geographic/Cengage World History Textbook	Assessments from Gateway to American Government Textbook Assessments from National Geographic/Cengage World History Textbook	Principal Instructional Coach Subject Area Lead Teacher Classroom Teacher
Behavioral	<input type="checkbox"/> Small group intensive	Using the MTSS Model for Behavioral Intervention, students will be pulled out by the school counselor at least twice per month, based on their needs, to receive support to achieve behavioral goals set forth by the CPST	Ongoing/As Needed	Positive Behavior Intervention Supports (PBIS)	Behavior Charts Frequency Charts ABC Logs Counselling Referrals	CPST Team Classroom Teacher Guidance Counselor

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

		Team. The CPST Team will work with classroom teacher/s to observe, track, and make recommendations as needed to facilitate attainment of goals and simultaneously assist with classroom management strategies.				
	<input type="checkbox"/> Individual intensive	Students who are not demonstrating reasonable progress through receiving the Tier 2 behavioral intervention strategies, will receive Tier 3 individual intervention support. The school counselor will pull these students, at least one a week, for at least 30 minutes.	Ongoing/As Needed	Functional Assessment of Behavior Behavioral Intervention Plan Referral for Community Services (example Chrysalis) Positive Behavior Intervention Support (PBIS)	Parent and Teacher Questionnaire Behavior Observations ABC Logs Individualized Behavior Chart	CPST Team Classroom Teacher Guidance Counselor
Social/Emotional Learning	<input type="checkbox"/> Small group intensive	Students will receive intervention support to target Social/Emotional Learning after identification using the MTSS Model. Small group pull outs will be facilitated at least twice a month by the school counselor for no less than 30 minutes.	Ongoing/As Needed	Sanford Harmony	Behavior Report Card Student Survey Self-Monitoring	CPST Team Classroom Teacher Guidance Counselor

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	<input type="checkbox"/> Individual intensive	Trends not denoted to be positive by student through Tier 2 interventions will be placed on Tier 3 after careful analysis by the CPST Team. Students on this tier of intervention will receive individualized pull out support at least once a week for no less than 30 minutes by the school counselor.	Ongoing/As Needed	Social Skills Sanford Harmony	Behavior Frequency Card Individualized Goals Tracking System Self-Monitoring	CPST Team Classroom Teacher Guidance Counselor
ELL/ESE students will also benefit from the MTSS approach and be included in the Reading and Math intervention processes. ELL students who have been in the program for 4-5 years will receive Tier 2 interventions, while those who have been in the ESOL program for 6 or more years will receive Tier 3 interventions.						

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.

Student Measurable Outcomes	N/A	N/A	N/A
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	N/A	N/A	N/A
FSA/ End Of Course Examination Scores	N/A	Concordance/Comparative Scores (i.e. ACT, SAT, PERT): N/A	N/A
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:	2019 Expected Number of Students That Will Graduate In-Cohort:	2019 Expected Percent of Students That Will Graduate In-Cohort:
Post- Cohort Student Achievement Data			
<u>Post-Cohort</u> FSA/End of Course Retake Assessments:		<u>Post-Cohort</u> 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:			
<i>Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.</i>			
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>
N/A	N/A	N/A	N/A
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: N/A			

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: Championship of Distinction Middle	Principal Name: Savitria Guthrie
School Location Number: 5215	Grade Levels Served: 6 th -8 th

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.

This section outlines and explains the mission of the school as well as the data overview for the 2017-2018 school year using progress monitoring, FSA, EOCs and other data points.

The mission of the CHAMPIONSHIP ACADEMY OF DISTINCTION at HOLLYWOOD MIDDLE SCHOOL (CADMS) is to provide students with an enriched, holistic, and nurturing experience, focused on character and leadership development through academic programs that foster teamwork, discipline, and citizenship while in pursuit of academic distinction.

We believe this mission statement encompasses the best of what Championship Academy of Distinction at Hollywood Middle School will have to offer, and focuses in on the three components that we believe will be essential to building the overall culture of the school.

Academic Distinction

From day one, regardless of whether the students are sixth grade or eighth grader, our students will enter Championship Academy of Distinction at Hollywood Middle School with the understanding that they are headed to college. Our academic program is designed to accelerate the learning of our students and prepare them for rigorous high school and college coursework. As you will read later in this application, our academic program will hold students accountable for academic success and structures are built in for assisting those students who may be struggling. The use of the new Florida Standards and the Next Generation Sunshine State Standards will not only be used as the core program focus but also looked at as a minimum set of academic expectations. We will expect our students to rise above the academic standards put in place by the FSA/NGSSS.



Leadership Development

The culture at Championship Academy of Distinction at Hollywood Middle School will be that student achievement is everyone's responsibility, from each of the teachers on staff, to the administration, to the volunteers, and to the students themselves. All of the stakeholders will be empowered to take a role within the leadership of the school, whether it is through the school's board of directors, accountability committee, staff teams, or students helping to form academic clubs and groups that focus on student achievements. Additionally, through the six-pronged approach to our instructional design, students will be taught specific leadership skills that they will need to be successful in their future lives, whether it is leading in a team or a corporation.

Character and Social Skills



The student population that Championship Academy of Distinction Middle School intends to serve is located in the 33021 zip code. We are confident that with our college focused and holistic aim, we will help students succeed. Students in these areas may feel defeated. Some of the students may have attended schools that are “failing,” may come from families struggling to survive, and thus may not be able to dedicate the time and resources necessary to focusing on educational priorities. In addition to the academic needs of our students, character education and

social skills development will be an important focus of Championship Academy of Distinction Middle School.

Providing students with an educational environment that encompasses the whole child from Kindergarten through college. While this application is only for grades 6-8, we will be receiving students from Championship Academy of Distinction at Hollywood Elementary school and it is our intention to apply for a high school next year which combined with our elementary school, will provide a complete K-12 education to our students. In fact, research indicates that a long investment in individual children is essential for first-generation college students, who we intend to focus our recruiting efforts on. In his 2004 analysis of research Tym found that the following components are essential to a successful college preparatory program:

- Set high standards for program staff and students
- Provide personalized attention to each student
- Provide adult role models
- Facilitate peer support
- Integrate the program within K-12 schools
- Provide strategically timed interventions
- Make long-term investments in students
- Provide students with a bridge between school and society
- Provide scholarship assistance
- Design evaluations that attribute results to intervention

Championship Academy of Distinction Middle School has been in operation for two years. The information provided in the data section below is a comparison between the 2017 and 2018 FSA, EOC and SSA data and i-Ready progress monitoring data. The data indicate that there is an obvious decrease in proficiency in English Language Arts at the 7th and 8th grade levels, Math at the 7th grade level, Algebra at the 8th grade level, Science at the 8th grade level and Civics at the 7th grade level. These are critical areas of focus as the prior year’s FSA data was what led the school to attain a letter grade of “C”. Based on the data provided, there has been an overall decline in proficiency and learning gains over the past two years. Although the number of students tested during the past two years has been over 98%, the outcome of the 2018 FSA demonstrates the need for consistent data driven instruction and progress monitoring through effective instructional decision-making. This will be the focal point of the narrative that proceeds.

Table 1: Grade Level Breakdown of FSA Results (Percent Proficient)

Grade Level	Subject Area	2018 FSA Proficiency	2017 FSA Proficiency
6	ELA	42	38
6	Math	42	32
7	ELA	32	51
7	Math	29	63
7	Civics	49	73
8	ELA	43	53
8	Math	74	32
8	Science	34	37
8	Algebra	17	57

Table 2: School Wide Performance Categories (Percent Proficient)

	2018	2017
ELA	39	46
ELA LEARNING GAINS	42	52
ELA BOTTOM QUARTILE	52	45
MATH	45	45
MATH LEARNING GAINS	47	51
MATH BOTTOM QUARTILE	43	49
SCIENCE	34	37
CIVICS	50	74

Table 3: Student Performance by Achievement Level (Percent Proficient)

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	32.9% 22.6%	28.7% 32.7%	24.9% 25.7%	11% 15%	2.5% 4%
Math	27.0% 29.9%	28.7% 25.9%	24.6% 26.3%	13.5% 15.2%	6.1% 2.7%
Science	27.9% 10.2%	38.2% 53.1%	32.4% 24.5%	1.5% 10.2%	0% 2.0%
Civics	25.6%	25.6%	23.3%	17.4%	8.1%

	8.5%	18.3%	38%	21.1%	14.1%
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Figure A: FSA Results to demonstrate grade-level cohort progression (Percent Proficient)

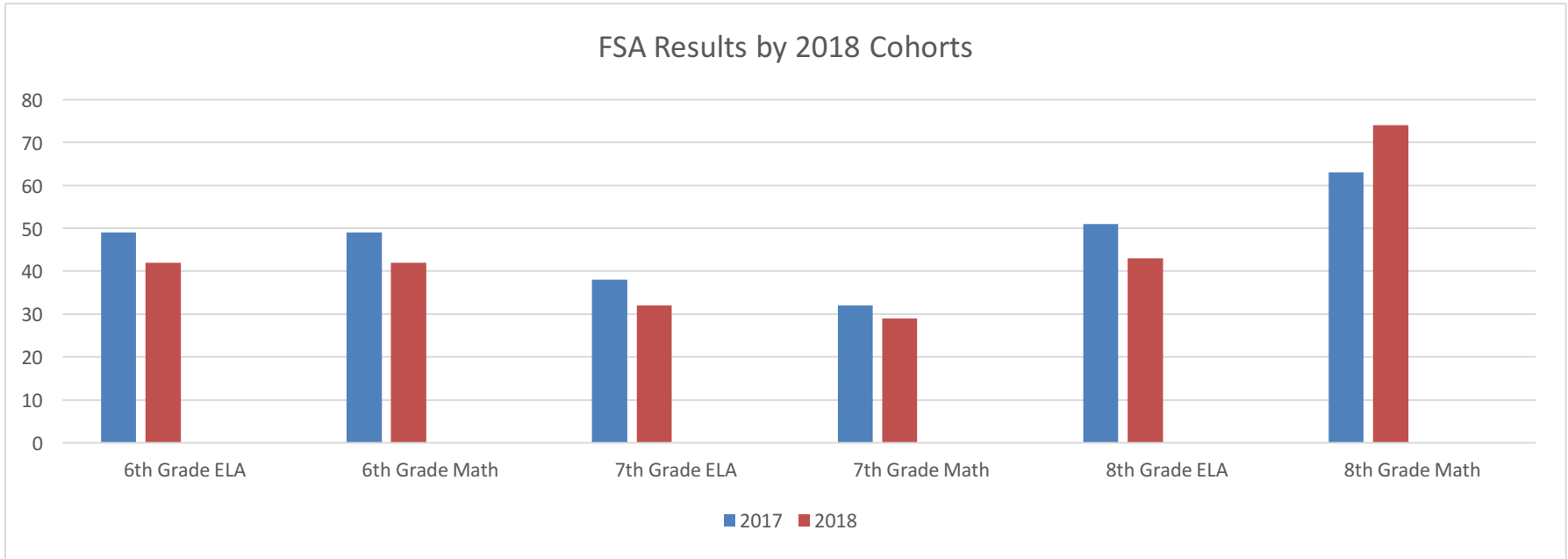


Table 4: FSA ELA Analysis by Cluster (Percent Proficient)

Grade (2018 & 2017)	Overall Proficiency	Key Ideas	*Craft & Structure	**Integration of Knowledge and Ideas	Language and Editing	Text- Based Writing
6	42%	42%	50%	34%	77%	62%
6	38%	48%	54%	50%	66%	47%
7	32%	40%	44%	40%	63%	57%
7	51%	47%	54%	47%	69%	58%
8	43%	47%	60%	50%	81%	62%
8	53%	52%	57%	63%	79%	58%

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Table 5: FSA Math Analysis by Cluster (Percent Proficient)

Grade (2018 & 2017)	Proficiency	Ratio & Proportion	Express & Equ	Geometry	Statistics & Probability	The Number System
6 6	42% 32%	57% 58%	50*% 45*%	35% 21%	52% 60%	44***% 39***%
Grade (2018 & 2017)	Proficiency	Ratio & Proportion	Express & Equ	Geometry	Statistics & Probability	The Number System
7 7	29% 63%	38*% 39*%	29% 42%	23**% 39***%	42% 48%	28% 56%
Grade (2018 & 2017)	Proficiency	Express & Equ	Function	Geometry	Statistics, Prob, & Numb System	
8 8	74% 32%	50*% 31*%	46% 29%	42**% 40**%	70% 50%	

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Table 6: FSA 8th Grade Algebra Analysis by Cluster (Percent Proficient)

Grade (2018 & 2017)	Proficiency	Algebra and Modeling	Functions and Modeling	Statistics and The Number System
8 8	17% 57%	23*% 30*%	28**% 35***%	19% 23%

* – Heaviest Weighted Cluster ** – Second Heaviest Weighted Cluster

Table 7: SSA 8th Grade Science Analysis by Cluster

Grade (2018 & 2017)	Proficiency	Nature of Science	Earth and Space Science	Physical Science	Life Science
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8	34%	51%	56%	58%	59%
8	37%	61%	60%	63%	62%

Table 8: 7th Grade Civics EOC Analysis by Cluster

Grade (2018 & 2017)	Proficiency	Origins and Purposes of Law and Gov't	Roles, Right & Responsibilities of Citizens	Gov't Policies and Political Processes	Organizations and Functions of Gov't
7	49%	50%	47%	45%	44%
7	73%	55%	59%	55%	47%

Tables 9a – 9d: Student Performance by Subgroup

Table 9a: FSA English Language Arts

Year	2016-17			2017-18		
	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)
Grade Level						
06-Sixth	105	37.1%	20.0%	89	41.6%	19.1%
07- Seventh	72	51.4%	18.1%	85	31.8%	14.1%
08- Eighth	49	51.0%	18.4%	63	42.9%	4.8%

Table 9b: FSA Math

Year	2016-17					2017-18				
	# of Students	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	# of Students (Level 4 and Above)	% of Students (Level 4 and Above)	# of Students	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	# of Students (Level 4 and Above)	% of Students (Level 4 and Above)
Grade Level										
06-Sixth	107	34	31.8%	18	16.8%	91	38	41.8%	21	23.1%
07- Seventh	72	45	62.5%	17	23.6%	68	20	29.4%	**	7.4%
08- Eighth	**		31.8%	**	4.5%	62	46	74.2%	22	35.5%

Table 9c: SSA Science

Year	2016-17				2017-18			
	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score
Grade Level								
08- Eighth	49	36.7%	12.2%	199	68	33.8%	1.5%	193

Table 9d: Civics EOC

Year	2016-17				2017-18			
	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score
Grade Level								
07- Seventh	71	73.2%	35.2%	404	86	48.8%	25.6%	393

Table 10: 2018 i-Ready School Data Card

Championship Academy of Distinction -- i-Ready School Data Card

Data as of 3/05/18

School Grade: **37% D**

School: Hollywood Middle

Data Reviewed: DIAGNOSTIC	Reading		Math	
Diagnostic Checkpoint #2	Completion # Students	77%	Completion Rate	85%
	% Red Rush Flags	5%	% Red Rush Flags	5%
	% of Students 2 or More Levels Below (Tier 3)	40%	% of Students 2 or More Levels Below (Tier 3)	42%
	% of Students Predicted to be Proficient on FSA -- Grade 3	NA	% of Students Predicted to be Proficient on FSA -- Grade 3	NA
	% of Students Predicted to be Proficient on FSA -- Grade 4	NA	% of Students Predicted to be Proficient on FSA -- Grade 4	NA
	% of Students Predicted to be Proficient on FSA -- Grade 5	NA	% of Students Predicted to be Proficient on FSA -- Grade 5	NA
	% of Students Predicted to be Proficient on FSA -- Grade 6	32%	% of Students Predicted to be Proficient on FSA -- Grade 6	35%
	% of Students Predicted to be Proficient on FSA -- Grade 7	36%	% of Students Predicted to be Proficient on FSA -- Grade 7	27%
	% of Students Predicted to be Proficient on FSA -- Grade 8	41%	% of Students Predicted to be Proficient on FSA -- Grade 8	48%

****Predicted Proficiency data reflects diagnostics completed as of March**

Figure B: 2018 iReady AP3 Reading Performance Level by Grade

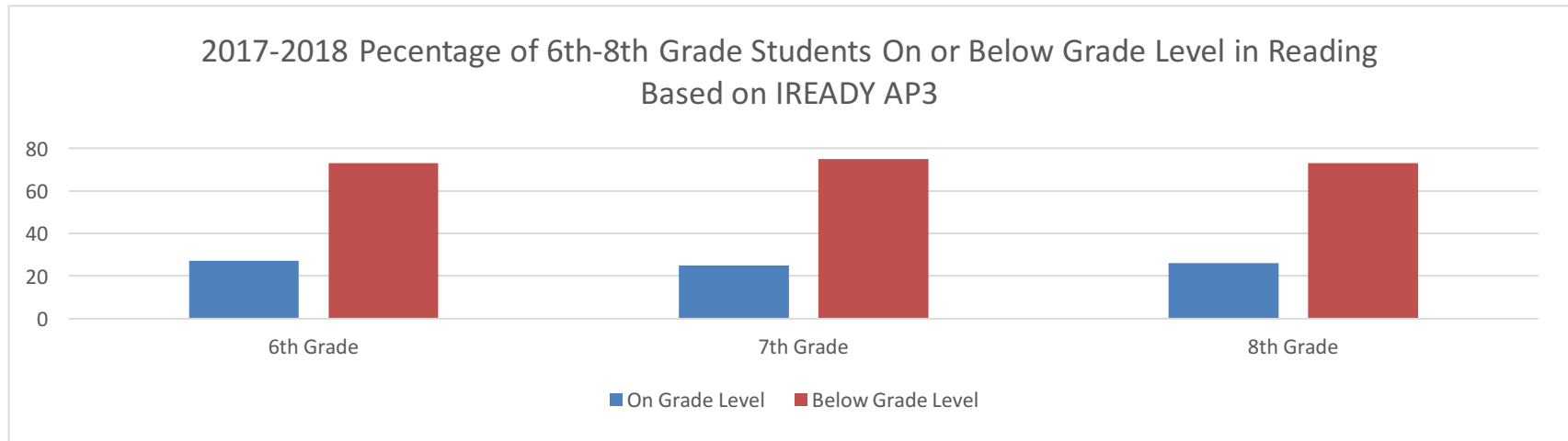


Figure C: 2017 iReady AP3 Reading Performance Level by Grade

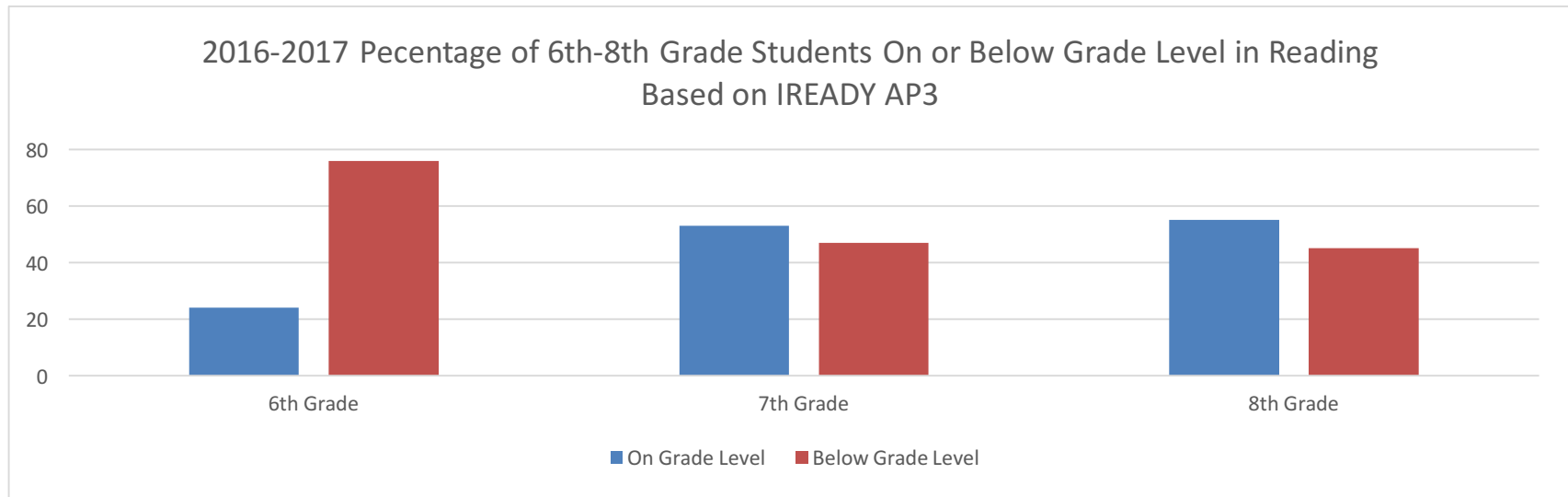


Figure D: 2018 iReady AP3 Math Performance Level by Grade

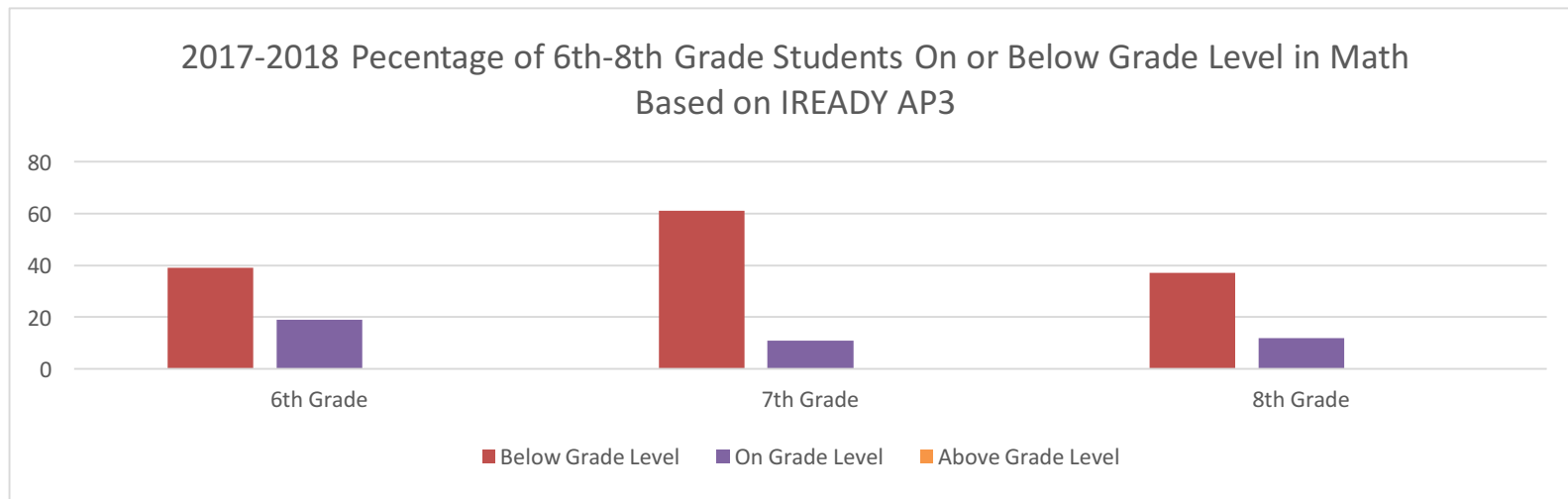
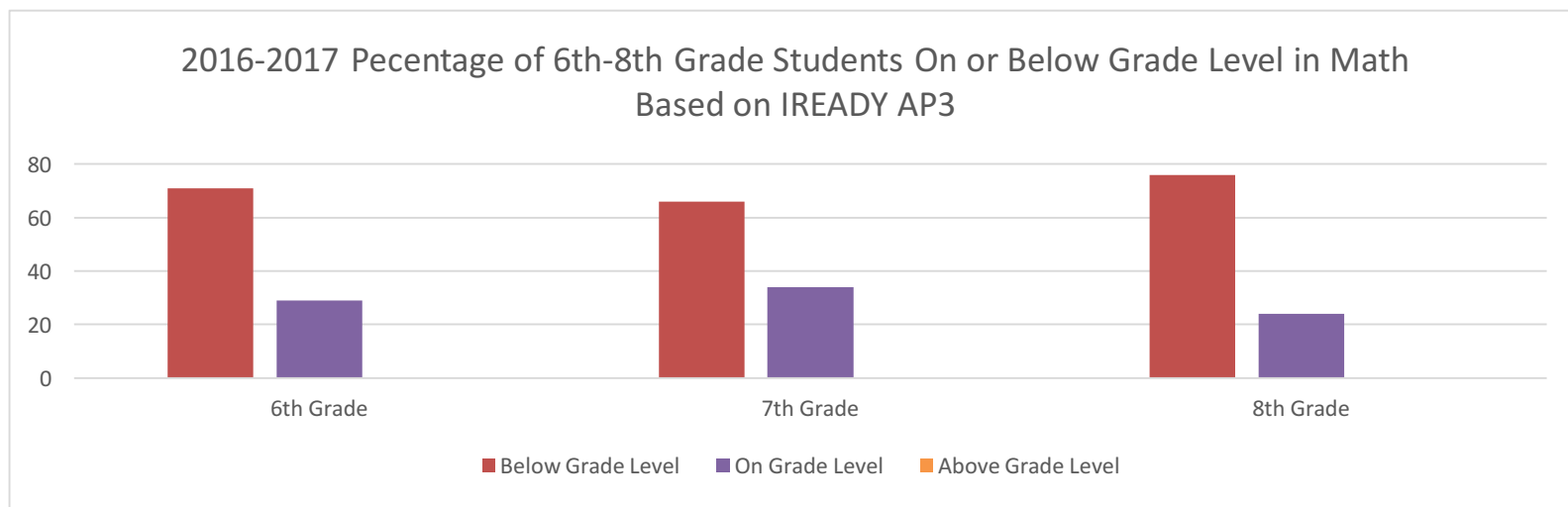


Figure E: 2017 iReady AP3 Math Performance Level by Grade



**AP1 testing for the 2018-19 academic year is currently in progress, therefore data was not available prior to the School Improvement Plan deadline.

Table 1 outlines the grade level comparison of the 2017 and 2018 FSA results by subject area proficiency.

ELA

- 6th Grade increased by 4 percentage points
- 7th Grade declined by 19 percentage points
- 8th Grade declined by 10 percentage points

Math

- 6th Grade increased by 10 percentage points
- 7th Grade declined by 34 percentage points
- 8th Grade increased by 42 percentage points
- 8th Grade scores for the Algebra EOC declined by 40 percentage points

Science

- 8th Grade declined by 3 percentage points

Civics

- 7th Grade declined by 24 percentage points

Table 2 outlines the school-wide performance categories based on the 2017 and 2018 FSA results. The overall achievement level for ELA declined by 7 percentage points, while Math remained the same. The Science achievement level decreased by 3 percentage points and Civics declined by 24 percentage points.

Table 3 is comprehensive overview of the data presented in Tables 1 and 2. There is a correlation between the percentage of students proficient and the percentage of students making learning gains as well as those in the bottom quartile.

Figure A highlights the trend of grade-level cohort progression for the past two years. It is evident that there has been a decline for all cohort groups in ELA and Math, except 8th Grade Math. It must be noted that the 7th Grade Math cohort group for 2018 reduced in size, as there were students on the advanced track who were enrolled in 8th grade Math. Therefore, the results for the 2017 6th Grade Math included these advanced students who were not in the 2018 7th Grade overall proficiency.

Table 4 provides a detailed breakdown of the FSA ELA by cluster and grade level between 2017 and 2018.

It should be taken into consideration that during the 2017-2018 academic year there was a high ELA teacher turnover within the middle grades.

For 6th Grade ELA there was a significant decline in all but two of the five clusters as listed below:

- Key Ideas – decreased by 6 percentage points
- Craft and Structure – decreased by 4 percentage points
- Integration of Knowledge and Ideas – decreased by 16 percentage points
- Language and Editing – increased by 11 percentage points
- Text-Based Writing – increased by 15 percentage points

It should be noted that two most heavily weighted clusters, Craft & Structure and Integration of Knowledge & Ideas showed decline.

For 7th Grade ELA there was a decline across the board as follows:

- Key Ideas – decreased by 7 percentage points

Craft and Structure – decreased by 10 percentage points
Integration of Knowledge and Ideas – decreased by 7 percentage points
Language and Editing – decreased by 6 percentage points
Text-Based Writing – decreased by 1 percentage point

This performance denotes that our 7th Grade cohort is the lowest performing group within our middle school.

For 8th Grade ELA there was an increase in proficiency in three of the five clusters as listed below:

Key Ideas – decreased by 5 percentage points
Craft and Structure – increased by 3 percentage points
Integration of Knowledge and Ideas – decreased by 13 percentage points
Language and Editing – increased by 2 percentage points
Text-Based Writing – increased by 4 percentage points

One of the areas of improvement for this group falls within the heaviest weighted cluster, Craft and Structure. However, the overall percentage of decline exceeds the overall percentage of increase noted.

The results of the 2018 FSA ELA demonstrate the need for continuous standards-based instruction that is driven by consistent data collection and analysis, in addition to effective progress monitoring that targets teacher and student achievement. For the 2018-2019 school year, students who received a level 1 or 2 on the 2018 FSA ELA, have been placed in Intensive Reading and are receiving instruction using REWARDS or INSIDE based on their needs. Additionally, students were placed accordingly, using the Broward County Public School Struggling Reader Chart as well as their Pre-and-Post assessment scores from INSIDE. The Intensive Reading classes are designed to support students in developing the skills necessary to improve in deficient areas, which will ultimately aid in all-around improvement. More specifically, improvement will be evident in students' quality of text-based writing as a direct result of mastering all the skills taught in the four clusters of the statewide ELA curriculum.

Table 5 provides a detailed breakdown of the FSA Math by cluster and grade level between 2017 and 2018.

For 6th Grade Math there was an increase in proficiency in three of the five clusters as listed below:

Ratio & Proportional Relationships – decreased by 1 percentage point
Expression & Equations – increased by 5 percentage points
Geometry – increased by 14 percentage points
Statistics and Probability – decreased by 8 percentage points
The Number System – increased by 5 percentage points

Two of the three clusters showing an increase fall within the heaviest weighted clusters for sixth grade math.

For 7th Grade Math there was a decrease in proficiency in all five clusters as listed below:

Ratio & Proportional Relationships – decreased by 1 percentage point
Expression & Equations – decreased by 13 percentage points
Geometry – decreased by 16 percentage points

Statistics and Probability – decreased by 6 percentage points
The Number System – decreased by 28 percentage points

The seventh-grade group is evidently the lowest-performing grade level in the school. When compared to the 2016-17 seventh-grade group's proficiency, there is a 34-percentage point difference. This indicates that the 2018 seventh-grade group will need to receive extensive academic support through Intensive Math courses to be successful in 8th Grade Math. Despite the decline noted in all cluster areas, the overall proficiency of this group compared to their 2017 scores in 6th grade Math only decreased by 3 percentage points. Math. Despite the decline noted in all cluster areas, the overall proficiency of this group compared to their 2017 scores in 6th grade Math only decreased by 3 percentage points. This demonstrates that there were adequate learning gains made by this group, considering that for the 2017-18 academic year the advanced seventh-grade students were separated. In the 2016-2017 year, however, they were all placed together.

For 8th Grade Math there was an increase in proficiency in all four clusters as listed below:

Expression & Equations – increased by 19 percentage points
Functions – increased by 17 percentage points
Geometry – increased by 2 percentage points
Statistics, Probability and Number System – increased by 20 percentage points

As a result of the positive trend noted among each cluster of the eighth-grade group, there was a 42-percentage point increase in proficiency from 32% to 74%

The 2018 FSA Math results shed light on the fact that there is an urgent need for remediation among the 2018 seventh-grade cohort. This group's overall proficiency of 29%, had a direct impact on the 2018 school grade. Given the fact that we were one point away from a 'C,' it is crucial that this cohort of students is targeted to receive academic intervention provided through the Intensive Math course offered to all Level 1 and 2 students.

Table 6 provides a comparative analysis of the 8th Grade Algebra EOC scores for 2017 and 2018. The data indicates a decline in proficiency in all three clusters as listed below:

Algebra and Modeling – decreased by 7 percentage points
Functions and Modeling – decreased by 7 percentage points
Statistics and The Number System – decreased by 4 percentage points

The overall decline of 40 percentage points is direct result of student placement. Although these students were proficient in 7th grade math, they were not equipped with the prerequisite skills necessary for Algebra. Further analysis of the data indicate that these students should have been scheduled to take Pre-Algebra for the 2017-18 academic year but this was not done. Thus, this group showed a significant decline in overall proficiency for the 2017-18 academic year. To ensure that this does not recur, student placement was a collaborative process among the administrative team guided by the 2017-18 FSA results.

Table 7 highlights the percent of students proficient on the 8th Grade SSA Science for the 2017 and 2018 academic year. The data suggests that there has been no improvement for the past two years as proficiency decreased from 37% to 34% and no growth was shown in any of the tested clusters.

Tables 9a-9d provides a detailed overview of student performance organized by grade level, subject area and proficiency level.

When comparing the FSA ELA results from 2017 and 2018, in **Table 9a**, it is evident that the percent of students scoring a Level 3 or above increased at only the 6th Grade level by 4.5 percentage points. The percent of students earning a Level 4 or above decreased at all grade levels. This data directly correlates to the data from **Table 2**, which highlights the fact that learning gains in ELA decreased by 10 percentage points. However, the bottom quartile improved by seven percentage points, which could be a direct result of the sixth-grade group having a larger percent of students earning a Level 3 and above in 2018.

Table 9b compares the FSA Math results from 2017 and 2018 and brings into focus the percent of students earning Level 3 and above or Level 4 and above. The data from this table demonstrates that there was an increase in the percentage of students earning Level 3 and above in 6th and 8th Grade groups, but a significant decline in the seventh-grade group. However, overall proficiency of the students in grades 6-8 remained the same, at 45 percentage points, according to information presented in **Table 2**. This also aligns with the fact that there was not a significant decrease in Math learning gains and progress of bottom quartile students.

Table 9c indicates that there was a decrease in the percent of students earning Level 3 or above in 8th Grade SSA Science over the past two years.

Table 9d summarizes the results of the percent of students who were proficient on the 7th Grade Civics EOC between the 2016-2017 and 2017-2018 academic years. There was a significant decline in the percent of students earning Level 3 or above which resulted in the overall proficiency decreasing from 73 percentage points on the 2017 EOC to 49 percentage points on the 2018 EOC.

Table 10 outlines the percentage of students predicted to be proficient based on i-Ready progress monitoring data. Using this table there is a correlation between the predicted proficiency and the actual proficiency of students on the 2018 FSA ELA and Math. This comparison also predicted that the school grade for the 2018 school year would have been a ‘D.’

<u>i-Ready Predicted Proficiency</u>	<u>Actual</u>
6 th Grade Reading – 32%	6 th Grade FSA ELA – 42%
7 th Grade Reading – 36%	7 th Grade FSA ELA – 32%
8 th Grade Reading – 41%	8 th Grade FSA ELA – 43%
6 th Grade Math -35%	6 th Grade Math – 42%
7 th Grade Math – 27%	7 th Grade Math – 29%
8 th Grade Math – 48%	8 th Grade Math -74%

Based on the 2018 i-Ready AP3 in Reading provided in **Figure B**, the number of students below grade level, in grades 6-8, was significantly higher than that of the students who were on grade level. At least 70% of students in 6th-8th grade were below grade level, while less than 30% were on grade level. The 2017 i-Ready AP3 in Reading displayed in **Figure C** indicated that more than 60% of students in 6th grade were below grade level, while less than 50% of 7th and 8th grade students were below grade level. This data directly aligns with the 2017 ELA FSA data outlined in Table 4 which reveals that only 38% of students in 6th grade were proficient, while more than 50% of students in 7th and 8th grade were proficient. Similarly, **Figure D** displays the results of the 2018 i-Ready Math AP3 data which indicates that more than 70% of students in 7th grade were below grade level, while less than 40% of students in 6th and 8th grade were below grade level. The 2017 i-Ready AP3 in Math displayed in **Figure E** demonstrated that there were more 7th grade students proficient when compared to the other grade levels. This data correlates with the 2017 Math FSA results which indicated that only 32% of 6th and 8th grade students were proficient while 63% of the 7th grade group were proficient. Ultimately, the i-Ready data proved to be a reliable indicator of how our students would have performed and was validated after analyzing each grade-level’s overall performance on the FSA ELA and Math.

2. STATE CERTIFIED TEACHERS

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

Championship Academy of Distinction has a comprehensive recruitment program that includes career fairs, career website recruitment, university recruitment, an application process, and lesson presentation process. Teachers new to the district are supported through the New Educator Support System. Teachers are encouraged and monetarily rewarded for advanced degrees and additional roles such as being a lead teacher and or facilitating extra-curricular activities that align with the school’s mission.

There is a system-wide approach to marketing and recruiting highly qualified teachers through hosting job fairs on with flexible time and spacing. Job Fairs with benefits information will be readily available for prospective candidates along with a benefit representative. The salary scale used by the charter matches that of Broward County Public Schools.

According to APA, Inc., the 5 key factors that most teachers find important in a positive teaching atmosphere are:

- 1 School leadership – Championship Academy of Distinction offers a supportive administrative staff and positive reinforcement to invest in the professional development and achievement among all stakeholders.
- 2 Common planning periods with content or grade level colleagues – grade levels are given common planning times with administrative input, grade level teachers and subject area teachers.
- 3 Availability of technology – FIA has student computers, teacher computers, Smart Boards/Promethean Boards, i-Ready
- 4 Teacher involvement in important school decisions – Faculty meetings give teachers a voice to present ideas and suggestions for the betterment of the school and to promote effective school culture and climate.
- 5 Early dismissal days to allow for planning and professional development – Early Release days are reserved for Professional Development.
6. Teachers are also able to earn in-service points through yearlong Professional Learning Communities.

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

Championship Academy of Distinction strives to provide a safe, and positive-drive culture throughout the school which includes the feedback, analysis, and evaluation of all stakeholder groups. To facilitate high morale, two employees have been placed as a liaison between the principal and teacher/staff to voice concerns to provide a sense of security should the teacher choose to be anonymous. This process will mimic the principles of a union. The school will also use monthly surveys to evaluate its culture and practices with the opportunity for teachers and staff to provide feedback to open ended questions.

Professional development sessions will be held monthly and will be based on district trainings. Teachers and administrations will conduct professional developments after attending district training. Follow-up activities and walk through observations will offer evidence of understanding. Administration will attend leadership trainings to guide teachers in conducting professional development sessions.

Paraprofessionals used for intervention support will attend monthly professional developments. All staff involved in student instruction will participate in yearlong Professional Learning Communities. Teachers will be given incentives, such as stipends, to participate and lead professional development sessions. Personnel and other Staff: Onsite and external professional development. Formal and informal teacher observations will be ongoing with feedback and monitoring. Monthly data chats will occur between instructional coaches, teachers, and administrators. Lastly, learning goals will be developed quarterly among lead teachers and grade level groups which will drive PLCs.

3. PARENTAL INVOLVEMENT

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

Parents will actively be encouraged to provide feedback to the school in general as well as the overall Title One Program. During monthly meetings, there will be a "Suggestion Box" as well as an opportunity to provide feedback during the presentation. Presentations will focus on Title One initiatives and its implementation in the school along with its outcome. As this feedback is obtained, notes will be taken and changes made accordingly. Effective monitoring of changes and the plan in general will be keenly monitored with a system for collecting feedback at each meeting.

Parents who do not attend the meeting, will also have an opportunity to provide feedback as the Title One Liaison's information will be included in the Monthly Parent Newsletter with methods of how to provide such feedback.

*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.*

Parents will receive information about the Title 1 program through the Annual Title 1 Parent meeting, flyers containing information about Title 1 sent home in multiple languages represented at the school, the school website and by visiting the school office. On the monthly parent newsletter, there will also be a Title One section designated for information and news. The front office also has a Title One Parent Center where the Title One Liaison is clearly listed with his/her contact information.

Parents are informed of the curriculum used at Championship Academy of Distinction at the Annual Title 1 Parent meeting, during Parent Academy workshops, at Parent-Teacher Conference nights held quarterly, parent-teacher conferences, and through contact with the Academic Specialist at the school. A testing calendar is available on the school website. An explanation of district assessments is sent home in languages represented at our school. Proficiency level expectations are provided at Parent Academy workshops, at the Annual Title 1 Parent meeting, and through contact with the Academic Specialist. Parents are encouraged through the Annual Title 1 Parent meeting, Parent Academy workshops, and flyers in multiple languages to join PTA and SAC.

Parents will earn volunteer hours to attend Monthly-Parent Workshops. To drive high attendance students will also assist with organizing and presenting at these events.

*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.*

Championship Academy of Distinction will use an interest form monthly, to access the needs of parents as it relates to partnering with the school. Using, this tool, the school will provide targeted parent workshops that boost student achievement through partnership.

September: Open House, Annual Parent Title 1 Meeting

October: Reading Under the Stars (Reading Strategies), Parent Academy: Technology, Parent Academy: Writing Workshop, SAC, PTA, Mobile Unit

November: Family Math Night (Math Strategies), SAC, PTA, Mobile Unit

December: Cultures Around the World (Cultural Integration Strategies), PTA, Mobile Unit

January: Ace that Test Workshop (test taking strategies), PTA, SAC, Mobile Unit

February: Writing on the Walls (writing strategies), PTA, SAC, Mobile Unit

March: Science Fair (scientific strategies), PTA, SAC (evaluation of 2018-2019 Parent and Family Engagement Plan), Mobile Unit

April: Art Exhibit (art integration), PTA, SAC (planning and implementation of 2018-2019 Parent and Family Engagement Plan and School-Parent Compacts;

April 16, 2019), Mobile Unit

May: Moving On Up Summer Skills Workshop, PTA, SAC (Review of Parent Survey results), Mobile Unit

*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.*

During the monthly Title One Meetings, parents will be provided with the opportunity to provide feedback of the Title One Program in addition to the feedback obtained from the annual survey. Parents will be provided with the program outcomes and its implementation so that feedback is accurate. Using this feedback, changes or additions will be made if deemed necessary to improve the plan. As the plan is being updated, before submission, it will be presented. The final approval will be available for parents on the schools' website and at our Title One Parent Center located in our front office.

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

Championship Academy of Distinction has a strong system of support from community volunteers. Members from the Hillcrest community are active volunteers at school-wide events. Parents are required to volunteer (20 hours annually and 30 hours for parents with siblings). This is noted in the parent contract and is also highlighted on the Monthly Parent-Newsletter. Parents can volunteer to assist with school activities such as reading to the students, and facilitating school wide activities such as at Field Day.

The School also has business partnerships with:

- PASS Grant
- Dexx Imagining
- PTSA
- Hollywood Chamber of Commerce
- TD Bank

These businesses provide support in facilitating the school's mission through committed donations and actively volunteering through out the school.

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*

Championship Academy of Distinction believes in all children. For incoming kindergarten students, we host a Kindergarten Round-Up in May to introduce future parents and students to our school. Kindergarten teachers are able to inform future parents of grade level expectations and give parents strategies to use with their children over the summer to prepare them for kindergarten. We also offer a kindergarten camp entitled Suessville during the summer prior to kindergarten. This camp is designed to assist with the transition from preschool to kindergarten. Students are introduced to the routines, procedures and the dynamics of kindergarten. Students are also given diagnostic assessments to help pinpoint ability levels for class placement and need determinations. Registration packets are distributed to area VPKs to give parents information about our school.

Once Kindergarten students are registered to our school, they are placed on a mailing list, to receive ongoing information regarding the school and things to do before the start of the school year. A Meet and Greet is also held before school starts so that students can tour their classroom and meet their teacher. Lastly, in September, an Open House is held with a more comprehensive presentation of the school, classroom and teacher.

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.***

<p>Title I, Part A: At the beginning of the school year, parents will be encouraged to complete the application for Free and Reduced Lunch. Funds provided by Title 1, Part A will be used to support methods and instructional strategies that are proven to be effective and that strengthen the core curriculum.</p>
<p>Title I, Part C- Migrant: The school will partner with the Migrant Education Program after identifying students and families and follow up to provide the appropriate services for these students.</p>
<p>Title I, Part D –Neglected and Delinquent: All teachers are required to participate in the district’s and state’s Child Abuse and Neglect Training. The school offers counsel to students at risk and provide referral services to approved vendors as needed.</p>
<p>Title II – Professional Development: The school will ensure that administration and staff are state certified in their respective areas. Professional development and professional learning committees will be provided to ensure that teachers are continuously growing. Through a coaching program, teachers will be mentored and will be offered opportunities to share their strengths and receive help towards weaknesses.</p>
<p>Title III - ESOL: ELL/ESOL will utilize any Title 111 funds received to provide rich, researched-based instructional materials for ELL students as well as professional development for teachers.</p>
<p>Title X- Homeless: The school will implement the district’s HEART program to assist families in transition. A school-based homeless liaison will be identified.</p>
<p>Supplemental Academic Instruction (SAI): Students will receive Extended Learning Opportunities for students needing remediation through before and after school tutoring as well as Saturday tutoring.</p>
<p>Violence Prevention Programs: N/A</p>
<p>Nutrition Programs: National School Lunch Program provides low-cost or free lunches to socio-economic disadvantaged children. The program was established under the National School Lunch Act. National School Lunch Program provides low-cost or free lunches to socio-economic disadvantaged children. The program was established under the National School Lunch Act. Championship Academy of Distinction is a sponsor under the National School Lunch Program.</p>
<p>Housing Programs: The school does not offer a housing program.</p>
<p>Head Start: The school does not offer Head Start.</p>
<p>Adult Education: The school does not offer adult education courses.</p>
<p>Career and Technical Education: The school does not offer career and technical education.</p>
<p>Job Training: N/A</p>
<p>Other: N/A</p>

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

The school will utilize the services of agencies through active partnership. Events and school-wide activities will be promoted in and around the community in a timely manner to boost attendance and participation. The school will also show presence at events with business partners and agencies and volunteer accordingly. In our Parent Center, located in the front office, business partners’ information will be available where applicable.

The school will also market Open House information by providing flyers to businesses and agencies that target our student recruitment population. Business agencies will also be encouraged to attend and present at our monthly PTA and Title One Meetings to inform parents of local community services and benefits. The entities also provide donations for events that boost community involvement such as our Multi-Cultural Food Fair in February and our monthly Title One Parent Workshops.

Most recently, the school has Partnered with Girls Scout and is currently hosting one of their unit meetings on a weekly basis. Students from our school are also encouraged to join.

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.

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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.

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.

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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	-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	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. 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.

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	-80 Touchscreen laptop/tablets -20 Think Station desktops	Principal & Governing Board	-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.

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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:

2018-2019 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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