

# 2019-2020 Charter Renewal Program Review

**Charter Renewal Application #000460**

**Championship Academy Of Distinction At Hollywood**

**Location Code: 5361**

**Submitted To:**

Broward County Public Schools  
Charter Schools Management/Support Department  
Broward County Public Schools  
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**Submitted By:**

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# GENERAL

## A. School Information

School Type: **Elementary**  
 Grade Levels: **[K, 1, 2, 3, 4, 5]**  
 School District: **Broward**  
 Neighborhood / Community: **Hollywood**  
 Organization Type: **Non-profit Corporation**  
 Sponsoring Entity: **Non-profit Organization**  
 Address: **1100 Hillcrest Drive Hollywood, Florida 33021**  
 Phone: **(954) 924-8006**  
 Fax: **(954) 924-8044**  
 Web Site: **www.championshipacademy.org**  
 Calendar Type: **Standard - 180 instructional days**  
 Educational Service Provider: **N/A (None)**

## B. Primary Contact Person

Name: **Savitria Guthrie**  
 Mailing Address: **1100 Hillcrest Drive Hollywood, Florida 33021**  
 Mobile Phone: **(305) 924-2845**  
 Alternate Phone: **(305) 924-8006**  
 Email: **patnsav@gmail.com**  
 Current Employer: **Championship Academy of Distinction**

## C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.								
K	54	72	72	90	72	90	72	90	72	90
1	54	72	72	90	72	90	72	90	72	90
2	72	90	54	72	72	90	72	90	72	90
3	72	90	72	90	72	90	72	90	72	90
4	66	88	72	90	66	88	66	88	66	88
5	66	88	66	88	66	88	66	88	66	88
<b>Total</b>	<b>384</b>	<b>500</b>	<b>408</b>	<b>520</b>	<b>420</b>	<b>536</b>	<b>420</b>	<b>536</b>	<b>420</b>	<b>536</b>

## D. Board Members

Name	Title	Contact Information	Current Employer
Bustamante,	Board Chairperson	P: M: 954-274-3986	

Melissa		E: meli0707@msn.com	
Collins, Linda	Board Member	P: M: 717-578-7150 E: lindacollins73@gmail.com	
Frisby, William	Board Chairperson	P: M: 9542564155 E: williams.frisby@yahoo.com	
Guthrie, Savitria	Emergency Contact	P: 305-924-2845 M: E: sguthrie@championshipacademy.org	
Louis, Eric	Board Member	P: M: 9545598610 E: elouis@championshipacademy.org	
Valladares, Maria	Board Member	P: M: 7865861287 E: mariavalladares16@gmail.com	
Vizcaino, Maria	Board Member	P: M: 3057728455 E: mvizcaino24@aol.com	

# CHARTER SCHOOL RENEWAL INSTRUCTIONS

## 1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

### Section Evaluation

#### Final Rating

No Action Required Rhonda Stephanik, 11/21/19

No Action Required

The instructions and evaluation rubric were used to assist with devising responses to each section and subsequent section breakdown.

### Attachments

#### Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

# CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

## 1. COVER SHEET

### Section Evaluation

<div data-bbox="114 622 268 663" data-label="Text"> <p>Complete</p> </div> <div data-bbox="276 622 691 663" data-label="Text"> <p>Rhonda Stephanik, 11/21/19</p> </div>	<div data-bbox="1109 586 1303 624" data-label="Section-Header"> <p><b>Final Rating</b></p> </div> <div data-bbox="1134 658 1287 698" data-label="Text"> <p>Complete</p> </div>
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The Charter Renewal Program Cover Sheet has been uploaded into this section.

### Attachments

#### Section 1: COVER SHEET

<p>1.1</p>	<p><a href="#">Signed Charter Renewal Cover Sheet</a></p>	<p>Guthrie, Savitria, 11/1/19 8:03 PM</p>	<p>PDF / 53.646 KB</p>
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# SECTION BREAKDOWN

## 1. SECTION BREAKDOWN

### Section Evaluation

– *Not Rated* –

– *No Final Rating* –

The format and section headings with corresponding guiding questions/statements utilized to complete this document aligns with the section breakdown established herein.

### Attachments

#### Section 1: SECTION BREAKDOWN

– No Attachments –

# EXECUTIVE SUMMARY

## 1. Executive Summary

Section Evaluation		Final Rating
Complete	Adrienne Reynolds, 11/6/19	Complete
Complete	Allisyn Axelrod, 11/14/19	
Complete	Reynaldo Tunnermann, 11/14/19	
Complete	Donna Haynes, 11/18/19	
Complete	Sean Brown, 11/19/19	
Complete	Cassandra Vallianos, 11/19/19	
Complete	Lourdes Panizo, 11/19/19	
Complete	Terri Coyle, 11/19/19	
Complete	Kim Punzi-Elabiary, 11/20/19	
Complete	Laurie Steinberg, 11/21/19	
Complete	Rhonda Stephanik, 11/21/19	
Complete	Celina Chavez, 11/21/19	
Complete	Sarah Decotis, 11/22/19	
Complete	Tanya Hutkowski, 11/24/19	
Complete	Debbie-Ann Scott, 11/25/19	
Complete	Leyda Sotolongo, 11/25/19	
Complete	Matt Schroeder, 11/25/19	
Complete	Hanne Rega, 11/26/19	
Complete	Jill Young, 11/27/19	
Complete	Brenda Santiago, 12/2/19	

Championship Academy of Distinction, formally known as Florida Intercultural Academy is a public, title one, charter school nested in the urban residential Hillcrest Community, in Hollywood

Florida. The school is an accredited school with a "B" rating for the most recent academic year. In 2017, the school's principal received recognition from Governor Rick Scott for being in the top ten percent statewide for improvement in English Language Arts from the 2015-2016 school year to the 2017-2018 school year.

Students at C.A.D converge from the constantly developing Hollywood community and other adjoining cities such as Pembroke Park, West Park, Dania Beach, and Hallandale. About 93% of our students matriculate through our co-located middle school. A unique feature of the school is that middle school students can also matriculate to the high school. The school provides transportation from the Hollywood location to the high school location since most students live within a five mile radius of the Hollywood location. This transportation, is free of cost and attracts students and parents to continue their educational career through high school. The school retains on average, 94.6% of its students on an annual basis.

The school ended last school year with a total of 417 students reflecting the following subgroup breakdown: Hispanic 55.2%, Black or African American 28.5%, White 10.%, Multiracial 3.4%, male 50.6%, female 49.4%, economically disadvantage 79.4%, english language learner 18.9%, and students with disabilities 3.6%.

The school's mission is perfectly fitting for the population it serves - *Championship Academy of Distinction mission is to foster interpersonal relationships with our parents, students, and staff in efforts to build a safe and nurturing family atmosphere that celebrates diverse cultures, and character development, while providing holistic and personalized data-driven instruction tailored to meet the individual academic goals of our students.* The diversity of the student population warrants the need for a mission that targets the whole child; recognizing that all students are champions and that success does not solely equate to stellar academic performance. To further understand the demographics of the school's target population, it is important to know that the school serves a large number of students working below grade level. Nevertheless, the mission addresses the key principles of driving success among students -character development. We understand that if students have certain qualities such as integrity, honesty, etc. they will take ownership and pride in all facets of self improvement; thus becoming life long learners.

The school places high emphasis on involving parents and the community. Monthly parent workshops are held and facilitated by the school's leadership, teachers, staff, and students to assist with sustaining meaningful home-school connections and providing the necessary skillset to parents to allow for a continuum of the school's educational program design beyond the school day. Parents and the community play a vital role in decision making to foster stakeholder feedback among this subgroup. Multiple methods are used by the school to obtain qualitative and quantitative feedback to make informed decisions. A monthly newsletter is sent to parents and families providing them with information regarding school events, links to resources, ways to partner with the school and volunteer opportunities. Students of Character are also recognized in the newsletters in addition to their pictures being displayed on the school's Character Board and social media pages. This serves as an incentive for all students to model exemplary behavior and qualities being that technology and social media are central to students' usage and interaction.

The school has a strong, committed Parent Teacher Student Association (PTSA), which supports the mission and vision of the school. The PTSA is an integral part of cultivating student leaders and partnering with parents, families and the community with the school's vision at heart.

Though the school executes multiple approaches to acquire and facilitate parental involvement this still remains one of the major challenges the school faces. Many parents work long hours and several jobs; therefore, they cannot participate in school activities, despite offering these activities at multiple times on varying days. They even find it hard to attend parent conferences to discuss the educational well-being of their children. Phone conferences are options for parents.

Additionally, the school hosts parent-teacher conference nights at the end of each instructional quarter, after a traditional work day from 6:00p.m.-8:00p.m. The school, however, organizes other programs that give these parents a chance to participate on non-school days. One example is the Multicultural Fair that is held on a Saturday.

Teachers, staff, and leadership are highly valued by the governing board and management company. There are many incentives in place for teachers, staff, and leadership. There is multiple opportunities for career advancement. This is evident in the school's leadership team where 100% of the leadership was once teachers within the school. There is a 87% teacher retention rate on average over the last five years. This is significant to the school's efforts to retain high qualified staff and attests to its efforts to do so considering the global shortage in the teaching field. The principal of the school has been there for ten years.

The school's leadership teams consists of a principal and an assistant principal. Support staff includes: ESE coordinator, ESOL coordinator, school counselor, interventionist and an instructional coach. Grades three through five are departmentalized. The school offers music, art, physical education, technology and global studies as its electives.

The school has a strong board with four members, which represents members from the community and parent/s. The governing board works closely with the management company and principal to ensure accurate oversight and execution of the charter contract.

The school and its board is proud to be a Broward County charter school. The school is cognizant of Broward County Public Schools' Strategic Plan and is proud to partner in its mission and efforts at educate all students to reach their highest potential.

## **Attachments**

### **Section 1: Executive Summary**

– No Attachments –

# EDUCATIONAL PERFORMANCE

## 1. FEDERAL AND STATE ACCOUNTABILITY

Section Evaluation		Final Rating
Meets the Standard	Adrienne Reynolds, 11/6/19	Meets the Standard

### Explain the charter school’s current School Improvement Status.

Championship Academy of Distinction Hollywood is not a school mandated to develop a School Improvement plan nor does it have a “status”.

- How has the school met the standards required for federal and state accountability?
- If the charter school has not met these standards, what measures will be implemented for improvement?

The ESEA is an extensive statute that funds primary and secondary education, emphasizing high standards and accountability. As mandated in the act, funds are authorized for professional development, instructional materials, resources to support educational programs, and the promotion of parental involvement. One of the major sub-components of the act is state government entities should establish challenging standards, develop aligned assessments, and build accountability systems for districts and schools that are based on educational results. More so, schools must ensure that students are given the same opportunity to achieve to high standards and are held to the same high expectations as all other students in each State.

One of areas to indicate whether or not schools are in compliance with ensuring students, no matter their identified sub-group, are given the same opportunity to achieve high standards and are held to the same high expectations as all other students in the State of Florida is to allow all students to not only receive a holistic and meaningful, well-rounded education, but to allow them assess the same assessments than that of all students; at least 95% of students. Championship Academy of Distinction Hollywood has met these standards as for each year the percent rate of students assessing the Florida Standards Assessment for grades 3-5 ranged from 99%-100% in categories of ALL, ELLs, SWDs, Blacks, Whites, Hispanics, and Economically Disadvantaged Students.

### Include the school’s plan to increase and/or maintain its AMO status for the upcoming term of the charter.

The school was flagged as an AMO target last in the 2014-2015 school year, it has not since been targeted.

### Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

All schools and subgroups will be evaluated to determine whether they meet their annual measurable objectives (AMOs) for proficiency in reading and math. AMO targets will be

established for each subgroup and all students, and will be calculated at the school, LEA, and state levels. The AMO target will show whether the subgroup (as well as the “All Students” group) is making enough progress in the current year to be on track to reduce its percentage of non-proficient students by half by 2019-20 (using 2014-15 as the baseline year).

The baseline year for the “on track” calculation is 2014-15. For each school and subgroup, a separate target is set for 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20.

The calculation is as follows:

*The AMO for each year equals the percent of students scoring proficient in 2014-15 plus: [0.5 times the percent of non-proficient students in 2014-15 ÷ 6] multiplied by the number of years past 2014-15. So, for 2014-15, the AMO (by subject) equals the percent of students scoring proficient in 2014-15 plus: [0.5 times the percent of non-proficient students in 2014-15 ÷ 6] times 1. (Please see attached PDF titled AMO Standard)*

**Include data and a data analysis for each of the subgroups your school serves.**

As evidenced by the tables in the attached PDF (AMO Standards), students from each sub-group were supposed to attain a specific percentage of proficiency on both the ELA and Math FSAs, as dictated by the FSA data from 2014-2015. The anticipated data for ELA for the 2018-2019 assessment year for each sub-group and the actual percentage showing proficiency are as follow:

- AMO All students = 62.4%; 2019 proficiency = 61.6%
- AMO Blacks = 54%; 2019 proficiency = 56%
- AMO Hispanics = 60%; 2019 proficiency = 61.9%
- AMO Whites = 75%; 2019 proficiency = 73.3%
- AMO ELLs = 56%; 2019 proficiency = 58.7%
- AMO SWDs = 43.4%; 2019 proficiency = not enough data for this section
- Economically Disadvantaged = 60%; 2019 proficiency = 59.5
- All but two of the subgroups managed to demonstrate being “on-track” by attaining their projected proficiency as generated from the baseline data. The two subgroups were whites and economically disadvantaged. This could be attributed to fluctuation in the current and past population, as we loss some students that identify with a given subgroup that were proficient. While all of the subgroups did not reach their goal, there has been some amazing improvements with respect to ELA performance and proficiency amongst all subgroups.

The anticipated data for Math for the 2018-2019 assessment year for each sub-group and the actual percentage showing proficiency are as follow:

- AMO All students = 70%; 2019 proficiency = 49.5%
- AMO Blacks = 64%; 2019 proficiency = 44.9%
- AMO Hispanics = 72.6%; 2019 proficiency = 48.2%
- AMO Whites = 72.6%; 2019 proficiency = 50.5%
- AMO ELLs = 69.2%; 2019 proficiency = 42.7%
- AMO SWDs = 48.6%; 2019 proficiency = not enough data for this section
- Economically Disadvantaged = 66.5%; 2019 proficiency = 42%

All of the subgroups were not on-track with respect to the Annual Measurable Objective for mathematics. This is a bit concerning given that the achievement in this area of discipline has been pretty stagnant over the last 5 years.

**Discuss programs implemented to address subgroup deficiencies and gap skills.**

As a charter, we have realized that the majority of our students fall into multiple subgroups. Given that our school is a Title I school, the majority of our students not only fall into a race category, but they are also economically disadvantaged. That being said, it is imperative that we institutionalize programs to aide in their deficits. We have hired 3 paraprofessionals to provide additional reading and math intervention to students during their special area courses, as well as push into classrooms to help core area teachers with higher disfluent children to lead small group instruction. We are also offering extended learning opportunities after-school and on Saturdays to provide free intervention and tutoring for the lowest quartile of students, as we understand that tutoring affordability for families is a concern.

ELLs will be pulled out of their special area courses 3-5 times weekly to work with the ESOL teacher whole will provide the skills and resources to aide in their English Language acquisition. Additional to this, we have several staff members in our building who speak the main languages of our ELLs to provide language support to these students. These students will receive accommodations based on their ELL plan and the ESOL matrix.

**Summarize the demonstrated proficiency or the charter school's progress toward meeting proficiency in subjects tested (math, reading, writing and science).**

Championship Academy of Distinction Hollywood uses the Florida Standards Assessment to measure the success of students' academic achievement in mathematics and ELA Reading & Writing for grades 3-5 and Science Standards Assessment for grade 5.

Sixty-two percent (62%) of the students that assessed the 2019 ELA Florida Standards Assessment demonstrated proficiency, this was a 22% increase from the year prior and an overall 18% increase with respect to the 44% of students demonstrating proficiency on this assessment in 2015. This assessment is comprised of 5 sections, one of those sections including the writing component.

Regarding the Mathematics achievement, in 2019, approximately fifty percent of students demonstrated proficiency in mathematics, about a one percent increase than the year prior, but an overall decrease of five percent since the 2015 administration of this assessment.

Science achievement of students demonstrating proficiency on the 2019 administration of the Science Standards Assessment was forty-five percent (45%), an 8% increase from the 2018 administration, but an overall one percent decrease since the 2015 administration of this assessment.

Students enrolled in grades K-2<sup>nd</sup> are not mandated by the state to take standardized assessments, but they are given the BAS and I-Ready to monitor progress.

Table 1.1 entitled "Championship Academy of Distinction Hollywood 5 Year Comparison" shows the components that are averaged together, for each of the last five years; the trendlines for each component over the five-year span are different.

If the school is not using state assessments such as FSA or EOC, what assessments are administered?

This question is not applicable to Championship Academy of Distinction Hollywood.

### **How often is student progress monitored?**

Students' in grades kinder -5 progress is monitored in Mathematics and Reading through three assessment periods: beginning of the year, middle of the year, and the end of the year through PMRN FAIR testing as well as District provided the BSA. In addition to the progress monitoring tools, students are closely monitored through Go Math's unit assessments and Journeys to better assess students' progress and performance. Teachers focus on students that have demonstrated poor course performance, based on their scores on the standard-based assessments of the progress monitoring tools. Teachers monitor these students closer through MTSS/ RTI, providing additional instructional intervention time to the students. Students in K-2 are assessed using both BAS and I-Ready to monitor their progress. They are also monitored through Journeys and Go Math!

### **Explain if the students are making one year's worth of growth annually in mathematics and reading.**

As evidenced by the learning gains reported each year from the FSA data, students are making learning gain in both ELA/ Reading and Mathematics. The learning gains in ELA for the 2016 year was 37%, in 2017 was 59%, in the 2018 year 45%, and in 2019 school year a spectacular 71%. The learning gains for Math for the 2016 year was 49%, in 2017 was 56%, in the 2018 year 46%, and in 2019 the learning gains were 45%. While it would be more desirable to have more students demonstrating a learning gain on the FSA, we have to be mindful that a lot of standardized assessments may not necessarily be indicative of what a student knows, as there are some gray areas with respect to testing. As a school, we use other progress monitoring tools to dictate how well a child is performing academically. One of the major tools at our school is I-Ready and while even if students don't demonstrate mastery of their own grade level, it offers the opportunity to monitor if students have grown an entire level; which nearly most of our students do show an entire grade-level of growth from the first assessment period to the third assessment period.

- 1. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading.**
  - 1. If the students are not, what measures will the charter school implement?**

The students that fall into the bottom quartile (lowest 25%) of data in any testing area are very critical and predisposed to academic failure. It is imperative that we provide the necessary monitoring for these students to not necessarily demonstrate proficiency, but to show academic growth from one year to the next. As evidenced on Table 1.1- 5 Year Comparison in the attached documents it shows the information for the bottom quartile students demonstrating a learning gain from the previous assessment year for ELA and Math. In the 2016 and 2018 school year, more than 50% of the bottom quartile students failed to demonstrate a learning gain in ELA; only 36% and 41.4%, respectively made a learning gain. In 2017 and 2019, 54% and 67.7% of students demonstrated a learning gain. The system the school has in place is to have all bottom quartile students receive additional reading instruction through their special area courses 3-5 times weekly using the research-based curriculum in REWARDS and Teacher toolbox. We also closely monitor these students through MTSS/ RTI, continuously, and look for trends at our bi-weekly data chat meetings with our CPS-Team.

With respect to math, the only school year that 50% of students in the bottom quartile

demonstrated a learning gain was the year 2017. In the years 2016, 2018, and 2019 the bottom quartile of students showed a 42%, 31%, and 34.4% learning gain, respectively. To address these poor results, the school will provide additional instruction during special area courses and offer extended day learning opportunities for the lowest 25% of students after-school, throughout the year, and on Saturdays leading up to their standardized examinations. We will also closely monitor these students through MTSS/ RTI, continuously, and look for trends at our bi-weekly data chat meetings with our CPS-Team and provide intervention-based solutions to bridge any learning gaps. The sources and artifacts of data that will be used to monitor the students' progress will be a compilation of assessments and quizzes from the GO MATH!, tier one, assessment guides, I-Ready lessons, and intervention materials.

1. Verify that the school is appropriately administering applicable state standardized tests to its students.
  1. If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?

Championship Academy of Distinction Hollywood has administered applicable standardized tests to their students. All students, despite their identified sub-groups are expected and have assessed the standardized assessments per their grade-level. ELA Reading and Math for Grade 3, ELA Reading and Writing and Math for Grades 4 and 5, and Science Standards Assessments for Grade 5.

**1. Identify if the charter school's performance meets or exceeds the performance of schools with closely comparable student populations.**

Championship Academy of Distinction Hollywood is a free public charter school that accepts students from all across the county of Broward. However, the 90% of the students we serve reside in the Hollywood, FL jurisdiction. There are two other public schools, one traditional public and the other a public charter, listed respectively, within a two-mile radius that serve comparable student populations. Those two schools are Orange Brook Elementary and Bridge Prep Academy Elementary of Hollywood Hills. For the most part, the students at Championship Academy of Distinction Hollywood performs just about at the same, moderate level of proficiency in both ELA and Math, ranging from the low 40 percent to the mid-50 percent. Of the last 5 years, Championship Academy of Distinction Hollywood has exceeded the performance of that of our counterparts with respect to school grade and the percent equivalencies. Those years were 2015 where CAD received 48% (Bridge Prep Academy received 42%, Orange Brook received 46%), 2017 where CAD received 50% (Bridge Prep Academy received 45%, Orange Brook received 49%), and most currently 2019 where CAD received 54% (Bridge Prep Academy received 51%, Orange Brook received 41).

Refer to Table 1.3 "Population Comparison" for evidence of the information articulated above.

1. Identify the charter school's school grade.
  1. If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade?
  2. If a charter school does not get a school grade nor a School Improvement Rating what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?
  3. If a charter school serves untested grades (K-2), what assessments has the school

used or will the charter school use during the next charter agreement term to ensure that all students in untested grades are learning and to identify students who may be struggling?

For the entire duration of its charter agreement term, Championship Academy of Distinction Hollywood Elementary has managed to obtain a school grade of a "C" or above each and every year. The most current grade from the 2018-2019 school year was a "B" (equaling a 54%); to the highest of the last five-years. The four prior school years the school's grade was a "C" and the percent equivalence has fluctuated each year. Despite not obtaining a grade less than a "C", the school administration and leadership team has worked tirelessly to create, adjust, and implement systems to best aide in increasing student achievement. Some of the measures taken are restructuring how teachers plan for lessons by providing and monitoring lesson plans that embed minute-by-minute instruction that is tailored for learning opportunities for all students, providing intensive reading and math interventions to the bottom quartile of students during the students' special areas courses, and monitoring all students continuously and having bi-weekly meetings to identify student trends. That data that is observed to ensure students are working towards demonstrating proficiency on the FSA comes from research-based curriculum/ intervention programs that is Journeys for ELA, Go Math! for Math, BSA for both content areas, and I-Ready for both content areas.

The school also serves untested grades, Kindergarten–Second grade. The assessments used to monitor these students progress are I-Ready and BAS. These exams are given during the three assessment periods of the year to measure students' progress for the duration of the school year. Teachers use this data to make prescriptive decisions for their students' academic needs in reading and math. The data from these assessment tools also allows teachers to provide early intensive intervention for students, if needed. The most beneficial tool on the I-Ready platform is the program generates assignments based on students individualized needs and students can work on them at their own leisure and pace, whether it be at school or in the comforts of their home. Florida Kindergarten Readiness Screener (FLKRS) are also used to assess students in the first thirty days of school. These results are used to provided valuable information about a child's readiness for school, help teachers develop lesson plans to meet each child's individualized needs and offer useful information to parents.

The school will opt to still allow for all students to assess the FSA in ELA and Math for grades 3-5 and SSA for 5<sup>th</sup> grade. We will use PMRN FAIR, BSA, and I-Ready as progress monitoring tools for these grade levels, as well. As for K-2, we will continue to use I-Ready and BAS as the progress monitoring tools to aide in ensuring students are academically on track.

1. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.

As stipulated by Florida Statute, Section 1002.33(9): "A charter school that receives a school grade of "D" or "F" must develop and implement a school improvement plan. The plan must be approved by the charter school's sponsor." Championship Academy of Distinction Hollywood has not attained a school grade less than a "C" over the span of the last 5 years; therefore, the school was never flagged as an institution that was required to develop and implement a School Improvement Plan (SIP).

1. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.
  1. If yes, explain the measures that the charter school will take or has been taking to remedy this status.

Over the last five years, Championship Academy of Distinction was listed, only once, as one of the

300 Lowest-Performing Elementary Schools in Florida for the 2015-2016 school year. During the 2015-2016 school year, the school was flagged as one of the 300 Lowest-Performing Elementary Schools in Florida, as the students demonstrated significantly lower achievement in ELA/ Reading with respect to all other elementary schools in the state. At the end of the 2015-2016 school year, and prior to the beginning of the 2016-2017 school year, the administration team had to devise a plan to implement an additional hour of intensive reading instruction for the students. Students in grades K-3 receive a minimum of 720 hours in reading and grades 4 and 5 should be to receive 900 hours. The additional one hour each instructional day for 180 days of school equates to a sum of 900 annual instructional hours to students in grades K-3 and 1080 annual instructional hours for students in grades 4 and 5.

In efforts to be in compliance with these provisional demands, the school planned for an additional hour of intensive reading interventions by embedding this time in the last hour of the instructional day. The school opted to purchase and implement Ready Florida LAFS, a research-based reading curriculum, to provide these intensive interventions. The program was comprised of an Instruction Book, Assessment Book, and the Online Teacher Toolbox which allowed teachers to not only provide rigorous whole-group instruction, but also allowed for teachers to differentiate their instruction to best accommodate all students individualized reading needs.

As evidenced by the school year's 2016 to 2017 FSA ELA data, the plan devised at the beginning of the 2016-2017 school year to provide intensive reading interventions provided exceptional results in reading. The school's overall ELA achievement of students demonstrating proficiency improved by 8 percentage points (40% in 2016 to 48% in 2017), the ELA Learning Gains increased by 22 percentage points (37% to 59%), and the ELA Lowest 25% increased by 18 percentage points (36% to 54%).

As for the school years 2014-2015, 2016-2017, 2017-2018, and 2018-2019 Championship Academy of Distinction at Hollywood was not flagged as a 300 Lowest-Performing Elementary School in Florida.

1. Describe what School Improvement Rating (SIR) the charter school has received, if applicable.

Not applicable. Championship Academy of Distinction Hollywood has never been identified as a school that has a School Improvement Rating.

1. Identify the charter school's graduation rate, if applicable.

Not applicable. Championship Academy of Distinction Hollywood is an Elementary School, therefore there is not a graduation rate for this institution, as this question applies to High Schools.

1. Provide concordant/comparative score data (ACT/SAT scores) and explain how the school utilizes or will utilize concordant and comparative scores to increase graduation rates.

Not applicable. Championship Academy of Distinction Hollywood is an Elementary School, therefore the students do not assess the ACT/ SAT.

## **Attachments**

### **Section 1: FEDERAL AND STATE ACCOUNTABILITY**

– No Attachments –

## 2. MISSION-SPECIFIC ACCOUNTABILITY

### Section Evaluation

#### Final Rating

Meets the Standard Rhonda Stephanik, 12/3/19

Meets the Standard

### Mission Statement

Championship Academy of Distinction mission is to foster interpersonal relationships with our parents, students, and staff in efforts to build a safe and nurturing family atmosphere that celebrates diverse cultures, and character development, while providing holistic and personalized data-driven instruction tailored to meet the individual academic goals of our students

### Vision Statement

Developing Champions Who Distinguish Themselves from the Competition

### Pillars of the Schools Mission: Interpersonal Relationships

Based on the demographics of the school and its surrounding communities, from which students are from, stakeholders found it imperative to develop and execute the school's mission to target building and sustaining relationships with parents, students, staff, and community partners as the forefront of its practices. This practice has been most effective with the population the school serves, as engaging stakeholders elicit high returns on achievement across the board. The school has found that building capacity among these stakeholder groups, allows for partnerships that enable our students' well-being to be the focal aspect of all the institution's practices and goals.

### Pillars of the Schools Mission: Safe and Nurturing Environment

In ensuring students' well-being is of utmost importance, the school places high emphasis on sustaining a safe and nurturing learning environment for all. When students feel a sense of safety they are more driven to learn and be in school; this is also true for teachers and staff. Furthermore, creating a learning environment that boosts nurture and a sense of belonging is a trend across the school and is readily visible in classrooms, the front office, and with interactions among stakeholders. The school fosters a family atmosphere; one which is close knitted and supported by all. Not only impact students, but it also positively attributes to the overall culture and climate of the institution and serves as a foundation to all the other pillars of the school's mission to attain success among all. Safety is paramount to the operations of the school. The school adheres to all safety laws, policies and regulations. The school clearly labels "Safe Zone Lister

Spaces" and educates students on the purpose of these spaces. There are also "Suggestion Boxes" around the school for students to give suggestions or shout out a fellow school mate, teacher, or staff. Shout Outs are included in our morning announcements.

**Pillars of the Schools Mission: Diverse Population and Individualized Data-Driven Instruction**

Championship Academy of Distinction is proud to have a student, faculty, and staff body that is very diverse. As such, the school understands that giving all students the opportunity to attend a charter school is its goal, of course based on capacity. We believe that every child is entitled to a unique educational experience, fitting to meet their personalized needs. Therefore, students' academic and behavioral performance does not denote a "high performing status" for our school based on the student population neither does it reflect homogenous trends, however we believe that this is what sets us apart. Over time, there has been significant needs among the students the school services to include learning, behavioral, and social-emotional, hence its mission drives the need for a holistic and personalized data driven instruction to meet the individual academic goals of our students. Due to these factors, the school employs a systematic, systemic procedure for intensively tracking and monitoring students' progress and goals which is discussed in the latter sections of this document. Analyzing and interpreting learning gains hold a high value on the decisions made by the school just as it is with achievement data.

**Mission Specific Progress**

To effectively measure the school's progress towards meeting its mission-specific goals, consistent aggregation of data and analyses are ongoing by all stakeholders. Based on these analyses, it is evident that the school is adequately achieving progress towards meeting its goals relevant to its mission.

To further examine this claim, each pillar of the school's mission is identified below along with indicators contributing to success in the respective area:

Pillars	Indicators
Interpersonal Relationships With Parents	<ol style="list-style-type: none"> <li>1. Increased parental involvement in before and after school activities.</li> <li>2. Over 87.5% ratings on overall surveys done by parents and families to target school climate and culture</li> <li>3. Increased membership of parents and families in the PTSA</li> <li>4. On average, 94.2% of parents and families complete their volunteer hours through assisting with in-school activities and tasks</li> <li>5. The school obtains and implements parent feedback with fidelity and discuss these implementations at monthly PTSA and Title One Meetings held at the school</li> <li>6. The school provides a personalized monthly newsletter for parents from the principal</li> <li>7. The engagement of parents, families and the community is fostered through active</li> </ol>

	<p>advertisement using multiple means such as social media, the school website, newsletters, etc. to keep parents informed and involved.</p> <ol style="list-style-type: none"> <li>8. The student body has a significant make-up of families, extended families and referrals from existing families.</li> <li>9. The school boasts a warm, welcoming atmosphere in the front office and throughout the school.</li> <li>10. The school has an average of a 85% student retention rate with most students matriculating through our middle school.</li> </ol>
<p>Interpersonal Relationships with Our Staff</p>	<p>The school seeks:</p> <ul style="list-style-type: none"> <li>-active feedback from all employees and implement feedback obtained as best as it can. This implementation and feedback are shared with the staff</li> <li>-monthly faculty meetings are held to not only provide information but to reinforce a positive school culture</li> <li>-school-wide incentive program to include monthly recognitions, stipends, comp days,</li> <li>-open door policy between teacher/s, staff and administrators</li> <li>-administration of climate surveys</li> <li>-career advancement opportunities</li> <li>-mentorship program</li> </ul>
<p>Safe and Nurturing Environment</p>	<p>The school has the following in place:</p> <ul style="list-style-type: none"> <li>-Raptor security system</li> <li>-School Safety Officer</li> <li>-Closed Campus Protocol</li> </ul> <p>Nurturing</p>

	<ul style="list-style-type: none"> <li>-On-site school counselor</li> <li>-Character Education Program</li> <li>-Safe Space Listener Zones identified</li> </ul>
<p>Diverse Cultures and Character Development</p>	<p>Diverse Cultures</p> <ul style="list-style-type: none"> <li>-an appreciation for cultural diversity is noted in the school's curriculum through project-based learning</li> <li>-school events promote cultural awareness and celebration, example: Annual Multicultural Food Fair, Hispanic Heritage Concert, etc.</li> <li>-Foreign language and Global Studies course offering</li> </ul> <p>Character Development</p> <ul style="list-style-type: none"> <li>-character education program embedded into the core curriculum</li> <li>-monthly character assemblies and focus trait integrated into to the writing prompt</li> <li>-school-wide behavior incentive program that mirrors the character education program across the school</li> </ul>
<p>Individualized Data Driven Instruction</p>	<p>The school has a strong system in place for progress monitoring for all students to include a structured Collaborative Problem Solving Team, Multi -Tiered System of Support, and frequent data chats between students, teachers, and administrators. Ongoing data collection processes identifies trends and gaps in students' learning and behavior to support instructional decision making. To date, all OSPR visits, finds no deficiencies in this area.</p>

**Vision**

The vision of the school closely aligns with its mission. The school recognizes that all students are champions and has a clear focus on all aspects of success to not only include academics. For

example, students are held to high standards for exemplifying character traits through their actions and behaviors. This results in overall improvement not only in behavior but in self- accountability; thus allowing for progress and achievement in all in all areas, whether small or large.

**Summary**

The school culture will continue to be one to promote and foster a learning environment to achieve high academic standards, rich with literacy, and promoting 21st century skills. Instilling an appreciation of the value of higher education will be a priority at the school, starting at the elementary level. The school climate will continue to be a positive one that promotes shared values, mutual respect, and leadership. The school will also continue to embody the skills and values the students will be expected to adopt, and therefore, all school stakeholders will work to implement an academic program where all curriculum and activities are geared toward the vision and mission of the school.

To further the goals of the school, a multitude of community partnerships will continue to be sought and sustained to provide students with character and leadership development opportunities. These will include guest speakers, mentors, community agencies, and field trips that support the academic program. Family engagement and parent education will be a major component of the school program and the school culture. The school will continue to work toward developing partnerships with local businesses and community organizations.

The School’s Board and ESP have the experience necessary to continue successful operation of the school to include reaching and meeting all goals beyond expectation to fully attain it mission. The Board and Management Company are actively engaged and have keen oversight and execution of the charter agreement.

It is the intention of the charter to continue implementing strategies and goals as a part of its continuous improvement cycle to ensure the school is held at high standards to meet the needs of all stakeholders.

**Attachments**

**Section 2: MISSION-SPECIFIC ACCOUNTABILITY**

– No Attachments –

**3. EDUCATIONAL PROGRAM IMPLEMENTATION**

**Section Evaluation**

**Final Rating**

- Meets the Standard Donna Haynes, 11/18/19
- Meets the Standard Terri Coyle, 11/19/19
- Meets the Standard Kim Punzi-Elabiary, 11/21/19
- Meets the Standard Allisyn Axelrod, 11/21/19

**Partially Meets the Standard**

Meets the Standard Laurie Steinberg, 11/21/19

Meets the Standard Sarah Decotis, 11/22/19

Meets the Standard Tanya Hutkowski, 11/24/19

Partially Meets the Standard Celina Chavez, 11/25/19

Meets the Standard Matt Schroeder, 11/25/19

Does Not Meet the Standard Hanne Rega, 11/26/19

1. **Explain how the charter school is implementing its mission as defined in the charter school's agreement.**
  1. **If the charter school has been designated a state-mandated School Improvement Plan (SIP) school, explain how it plans to meet the goals stated in the approved SIP -N/A**

The mission of Championship Academy of Distinction is to foster interpersonal relationships with our parents, students, and staff in efforts to build a safe and nurturing family atmosphere that celebrates diverse cultures, and character development, while providing holistic and personalized data-driven instruction tailored to meet the individual academic goals of our students. The vision of C.A.D. is to develop champions who distinguish themselves from the completion. The educational program has been designed to achieve the School's mission and vision while providing parents flexibility in choosing an alternate educational opportunity for their children such that they may attain high standards of academic achievement, and character development.

The primary student goals that were ctively pursued by the School are: instilling in students a strong set of character traits and skillset to be lifelong champions, to thus achieve high academic excellence. As such, the educational program focuses on providing a robust character education program and a high standards academic program geared towards success for the whole child.

The essential thematic focus of the mission is to promote an educational program that fosters character education and academic success through a holistic approach. This has been fittingly effective as the foundational pillars of the mission because it serves to meet the needs of the diverse population with the varying needs that the school serves. The rationale is that in order for students to be successful, they need to have developed positive behaviors that will help them meet the challenges of 21st century learning and ultimately be contributing citizens of a global society. To that end, the theme of the school is developed and implemented with the following key components:

**Promoting Core Values and Positive Character Traits:** The school adopts a positive school culture where all stakeholders (students, parents, administration, teachers and other staff, community partners) participate and contribute to a climate of mutual respect. The school further promotes the core values and character traits through the character education classes and school-wide activities. Values such as kindness, compassion, respect, integrity, responsibility, and perseverance will become an integral part of every aspect of the school existence and are monthly focus character traits.

**Service Learning:** Students participate in purposeful and planned service learning. Service learning is ongoing through the form of unit studies and projects tied in with character traits. Additionally, the students participate in campaigns to give back to not only local communities but

across the nation.

**-Leadership Development:** All students have the opportunity to take on various leadership roles in the school through extracurricular activities that may include, but are not limited to, safety patrols, morning news team, student service clubs, student government and so on.

**Goal Setting:** In order to help students, develop self-motivation and drive, goal setting is an important component of the educational program design. Teachers work with students to set personal and academic goals that are reviewed periodically to ensure fidelity, progress, and accountability. The said is done among teachers and administrators. Goals and progress towards attainment are shared with all appropriate stakeholders.

**Growth Mindset:** This is still a developing factor within the school. Students, teachers, and parents will all receive training in Growth Mindset. Growth Mindset requires a shift in thinking and refers to the belief that abilities, intelligence, and accomplishments can be achieved through dedication and hard work. It fosters the resilience that is necessary for success in life. It will be a goal of the school to help students distinguish between a fixed mindset and a growth mindset and work toward the latter at all times.

**Civic Education and Charter Education Integration:** Closely tied with the promotion of core values/traits. Civic Education is integrated in all grade levels into Character Education and Social Studies beyond the requirements of the Social Studies standards. The aim of this is that students learn to appreciate the virtues of good citizenship and be able to apply it through the election of class officers and student government in throughout their educational career.

**Community Engagement:** Parents and families will be engaged in school activities so as to help students truly assimilate the skills they are learning as part of this program. Parent workshops in some of the same topics students are learning are ongoing and will continue to be essential to the component of the school's mission to engage parents and community partners.

**Social/Emotional Learning:** This factor has been more emphasized over the last two years in the educational program design of the school. Through this approach, students will become more self-aware of their emotions and develop the ability to understand and manage their emotions better. This contributes to the ability to set goals, apply core values in their daily lives, and establish positive relationships with others

**Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school's contract. Provide grade-level specifics for K-2, 3-5, 6-8, and 9-12 for curriculum implementation and progress monitoring, as applicable to the charter school's grade levels served. Include a separate explanation for ELA and Intensive Reading at the secondary level, if applicable.**

The school serves students in grades kindergarten through fifth grade. Since a pivotal focus of the educational program at the school is providing a high standards academic program, it is important that the Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS) through delivering research-based instruction is guided by data. As required by 1002.33, F.S., the School utilizes a comprehensive research based curriculum aligned with the FS/NGSSS approved by Broward County and the State. Students receive a year's worth of learning each year they are in school, not including learning through remediation and enrichment, when applicable. The following is a brief description of the educational program in each of the core subjects.

C.A.D. uses various research-based instructional approaches to implement the educational program and employ the same research based implementation process in alignment with the school's mission. At the core of the educational program is character education and academic

success through a holistic approach thus providing students with a comprehensive education.

Character Education is one of the main focus and theme of the school and a major component of its mission. Research indicates there is a correlation between character development and student achievement. Students who are exposed to character education behave better, are more focused and responsible, and typically do better in school. This is pivotal to the success as students considering the demographics and groups we serve. The School believes providing a comprehensive character education program will enable students to become more responsible and focused, make wiser decisions, and become more dedicated to school, leading to them becoming lifelong learners. This is why the school has continued to focus on building students' characters and helping develop a foundation of core values that will help guide them in their academic career beginning at the elementary level.

Academic excellence is the other fundamental component of the educational program at the school. The single, most important factor that leads to student achievement is the effectiveness of the teacher and the teaching and learning process that takes place in the classroom. Therefore, careful attention is paid to the instructional process and strategies that are applied by teachers. The educational program is aligned to the FS and the NGSSS.

The following is a review of various research-based instructional approaches that the school incorporated into the educational program:

**Active Learning** - allows for students to take ownership of their learning in an environment where rigor takes a natural course. Learning is centered around multiple methods such as: projects, cooperative learning, conversations and discussions, etc. This is documented in students' interactive journal, data chat binders, and goal setting for both academics and character development.

**Curriculum Mapping** - provides for teachers to collect anecdotal information from the curriculum as it is being taught and provide feedback to the instructional team for future planning. As these notes are taken, instructional decisions are made and correlations are made between teaching and learning. Since curriculum maps are created while learning is taking place, there will consistent upgrades to the ones in place on an annual basis. The curriculum map is broken down by themes or units and identified on a calendar as a scope and sequence. PLCs allow for curriculum maps to be cross referenced with others in the same grade level and other grade levels. This provides information as to consistency between grade levels (vertically) and across grade levels/subject areas (horizontally). The School correlates the data on the curriculum maps with the results of the student assessments.

**Pacing guides** - based on the LAFS, MAFS, and the NGSSS for Social Studies and Science enable teachers to create a path for learning and to determine mastery of the standards while assessing benchmarks. The pacing guides focus attention on the critical ideas and information essential to each content area and in each grade level. Pacing guides are used to drive discussions in data chats, grade level meetings and PLCs. PLC goals are revised according to this as PLC teams are configured by subject area.

The School utilizes several research-based instructional strategies that are associated with being highly effective in the delivery of an instructional program. The school uses some of the following strategies:

- **Inquiry Based Learning** requires students to think outside the box and use creativity to solve real world problems. Students use supporting evidences to prove their claim while

allowing for targeted argumentative discussions. This is evident through the design of content specific “Essential Questions” which are a part of the common board configuration. Lesson delivery models incorporate this strategy with questioning and in student work.

**Differentiated Instruction** target each student’s individual learning needs and strengths. Teachers use multiple data sources to formulate academic goals for students on a consistent basis. This data and goals are used to compose learning groups in the classroom. Goals are shared and lessons implemented across all content areas to meet the needs of every learner. Evidence of differentiated instruction is looked for during teacher evaluations, walk-throughs, data, lesson plans, and serves as a talking point for CPST meetings and data chats.

**Cooperative Learning** students are highly engaged in their learning through a strong commitment to the principle of teacher as facilitator and student as worker; with students working together to increase their learning. Students are required to take ownership of their learning which is connected through their academic goals: created, discussed, and tracked during teacher-student data chats. Cooperative learning is a key component of classroom look-fors by instructional coaches and administrators. This is facilitated through service projects discussed earlier and other content related projects.

**Project Based Learning** is an instructional strategy whereby students are able to produce a final product by working individually or collaborating to create a project that is directly connected to the unit they are learning. Students learn from the research they put into the project and exhibit characteristics from the 21<sup>st</sup> Century Learning skillset to present, discuss, and produce quality work. Technology is an integral part of this process. Projects are a natural part of the course requirements and description. Projects are displayed throughout the school. Lastly, these projects correlate to student’s goal-setting expectations as students have to take ownership of their learning through using rubrics to demonstrate competency.

**Integrating subjects across all content areas** through a holistic approach, such as math with science and language arts with social studies allows for a more in-depth study of the concepts and units with a cross curricula integration. This practice is also noted in elective areas. Teachers through data chats and PLCs implement standards –based instruction to include all content areas.

**Flexible grouping** such as small group instruction and one-on-one instruction are provided to students with same abilities or instructional needs. It is used for after school tutoring and other extended learning opportunities offered by the school. Most importantly, flexible grouping assists with the compliance of the Multi-tiered System of Support (MTSS). The school’s lesson plan template for all subject areas designate a section for differentiated instruction. Flexible grouping charts are also displayed in some classrooms. The school is working to words having this implemented school-wide.

### **English Language Arts**

The school adopts with fidelity the Broward County Public Schools Research-based Reading Plan (BCPS CRRP) for all grade levels. Following the plan and the LAFS, teachers provide students with a print-rich environment and many opportunities to immerse in literacy. Students are exposed to all components of a comprehensive reading plan, including fluency, phonemic awareness, phonics, vocabulary, reading comprehension, listening and speaking, and writing. Two major focuses of the ELA curriculum are reading to learn and text-based writing. Interactive reading and writing journals are maintained at each grade level. The master schedule allocation for ELA is as follows and extends beyond the required ninety-minute block:

Kinder- 2<sup>nd</sup> Grade: 120 minutes to include Enrichment/Remediation

3<sup>rd</sup>-5<sup>th</sup> Grade: 100 minutes. It is important to understand that these grade levels are departmentalized.

CCRP: Houghton Mifflin Harcourt Florida Journeys Common Core (K-5)

CIRP: Journeys Comprehensive Toolkit K-5, Journeys Write In Reader 1-5, Journeys Phonics for Reading

SIRP: Reading REWARDS Intermediate for Grades 3-5, CPALMS Alignment Grades K-5

Writing: Houghton Mifflin Harcourt Florida Journeys Common Core, K-5, Curriculum Associates Writing Instruction, 2-5

Progress Monitoring:

Kindergarten: FLKRS

Kinder- 2<sup>nd</sup> Grade: Fountas and Pinnell Benchmark Assessment (BAS) AP1-AP3

3<sup>rd</sup>-5<sup>th</sup> Grade: FAIR PMRN, AP1-AP3

### **Mathematics**

Using the MAFS, students receive instruction that is sequential and builds on prior knowledge and skills. A hands-on approach, problem solving, inquiry, reasoning, and metacognition is evident in every classroom and play an important role in the mathematics program. As much as possible, math will be integrated with science. The master schedule allows for sixty minutes of mathematics for grades kinder through fifth grade. Grades three through five have an additional forty minutes embedded into the math block for RTI/MTSS remediation and or enrichment.

Math Core Curriculum: Houghton Mifflin Harcourt GO MATH!, K-5<sup>th</sup>

### **Science**

Using the NGSSS, teachers expose students to a hands-on approach to learning science. Students explore various topics within the four bodies of science knowledge: Earth and Space Science, Life Science, Nature of Science, and Physical Science. Science lessons are filled with inquiry, exploration, experimentation, and discovery. Science will connect to the character education program and citizenship as students learn to take responsibility for the Earth. Math skills will be reinforced through science. Kinder through second grades have forty minutes daily for science while grades three through five have fifty minutes daily.

Curriculum: STEMscopes, K-5<sup>th</sup> Grade and Houghton Mifflin Harcourt Science Fusion, K-5th

### **Social Studies**

The Social Studies program is aligned with the content area standards and focuses on the main themes of Social Studies which will provide opportunities to deliver the character education traits and promote critical writing skills. Kinder through second grades have thirty minutes daily for

science while grades three through five have fifty minutes daily.

### **Further Analysis of the Curriculum Design and Implementation at the School**

The School follows Broward County Public School Student Progression Plan, Policy 6000.1. This plan is consistent with Florida Statutes 1008.25, including those provisions related to curriculum, instruction, assessment, and college readiness. The School's curriculum follows a standards-based approach with a focus on mastery of the standards as benchmarked by the Florida Standards Assessment (FSA), the FCAT 2.0, Progress Monitoring data from BAS, FAIR PMRN, IREADY combined with other state and district-developed formative and summative assessments. The curriculum continuously reflect high quality instruction and research-based strategies that will facilitate achievement of the standards for all students. Further, the School implements a Multi-tiered System of Support/Response to Intervention (MTSS/RTI) that will help ensure student achievement for all through multiple systems of support.

The goals and objectives in the school's curriculum are derived from the FS and the NGSSS, and research-based instructional strategies which are aligned to the standards, goals, and objectives such that an effective instructional program that results in student achievement may be delivered. In order to achieve academic excellence, teachers maintain literacy at the core of the program and will use data-driven, differentiated, and interdisciplinary and inquiry based instruction, among other effective strategies, to maximize the results of the academic program.

The School's K-5 elementary curriculum focuses on clear and measurable expectations for student learning based on the FS and will cover the following subject areas (Florida Statute 1003.41):

English Language Arts: Reading, Writing, Speaking, Listening, and Language

Mathematics: Algebra, Geometry, Statistics and Probability, Number and Quantity, Functions, and Modeling

Social Studies: Geography, US and World History, Government, Civics, Humanities, Economics, and Financial Literacy; Character Education will also be offered through the Social Studies.

Science: Nature of Science, Earth and Space Science, Physical Science, and Life Science

Foreign Language: The Spanish curriculum will be aligned with the LAFS and the Social Studies NGSSS to promote continuity and integrated learning.

Physical Education/Health

Music

Art

Technology: Technology integration will support the FS/NGSSS of the core subjects, including Science, Technology, Engineering, and Math (STEM) skills.

CAD implements the following systems and processes that are related to the curriculum at the school and classroom level in order to ensure students attain the FS and the NGSSS and are able to demonstrate a year's worth of learning each year:

Continuous review of student achievement to ensure at a minimum a year's worth of

## learning

Team planning, collaboration, and articulation within and across grade levels and departments

Implementation of research based instructional practices/strategies

Principal evaluations of teachers' application of the research based practices and strategies and students' active involvement in the learning process

A system of continuous improvement, including the School Improvement Plan's alignment of the FS and NGSSS, the curriculum, and research-based practices and strategies

Continual review of assessment data to ensure the delivery and mastery of the FS/NGSSS

A professional development program for teachers focused on the curriculum, data analysis, research based strategies, and effective teaching and learning

Monthly staff meetings focused on school matters and maximizing student achievement

Flexible grouping to differentiate instruction for students with the same abilities or instructional needs, provide additional support for students, and enrichment opportunities

Compliance to MTSS, including Rtl, and targeted interventions for students working below grade level or at risk of not meeting grade level expectations

Integration of long and short term projects integrating the core academic areas and special areas

Integration of technology across all disciplines

Clear and consistent school discipline and classroom management systems aligned with the

Accountability of the delivery of instruction including curriculum maps, thematic unit planning, and daily lesson plans that reflect the FS/NGSSS, research-based practices/strategies, higher order thinking, appropriate use of texts and resources, authentic assessments, and appropriate formative and summative assessments. The administration will periodically meet with all teams to ensure all teachers are working effectively toward the goals of the school.

Administration conducts walkthroughs to provide feedback on classroom management, productivity of instructional time, effective teaching strategies, and student engagement

Formal observation of teachers to ensure teacher effectiveness consistent with the Florida Consortium of Public Charter Tools Evaluation System

A school-wide system to promote core values, build character, and develop leadership skills

College and Career ready skills will be supported throughout the curriculum

Parent/family engagement and volunteer program in support of the curriculum such as parent workshops, school-wide activities, and chaperoning of field trips

The School utilizes the state approved texts and supplemental instructional materials and

programs aligned with the FS/NGSSS. These materials are used in a variety of ways to support remediation, enrichment, research, student productivity, and web-based learning.

In support of the standards-based and research-based approach, teachers work collaboratively with administration and support staff on the analysis of student data which will serve as a basis for the data-driven instruction that will guide student learning toward the standards. To further support this process, teachers will have daily common planning time and opportunities to network with peers.

The School's curriculum in the core academic areas will follow the guiding principles detailed below:

**English Language Arts (ELA):** The ELA curriculum intently focuses on literacy and the development of skills in the four strands of the LAFS: Reading, Writing, Speaking and Listening, and Language. The foundation of a strong academic program is Reading. Teachers use a variety of instructional resources and effective practices/strategies to ensure students meet the LAFS, develop the ability to read to learn, and achieve academic success by the . School-generated pacing guides will ensure all standards are taught and will provide for continuity. A deeper, more rigorous, and systematic implementation of the standards for reading literary and informational text, writing, speaking and listening, inquiry-based research, language, and literacy in history/social studies, science and technical subjects will be implemented and serves as a primary focus for the educational program design.

In order to accommodate students through the school's MTSS, the School will utilize the Journeys CCRP which includes a scope and sequence that provides for differentiated instruction in order to meet the needs of all students. Students receiving Tier 2 (strategic) or Tier 3 (intensive) intervention instruction, uses a pull out model using REWARDS.

In addition to the reading series, the School uses informational/non-fiction texts as well as trade books/novels to further enrich literacy in the classroom. The intent is to create holistic lessons and implement interdisciplinary instruction. When developing the school's pacing guides, the leadership team will work with the grade levels and English departments in the selection process of the texts/novels. Resources such as Just Read! Florida will be accessed to ensure the best quality literature for the different purposes. The priority is for students to read more complex texts, develop vocabulary, build content knowledge, improve comprehension, and cultivate literacy skills.

Students in grades K-5 receive an uninterrupted 2 hour ELA block which includes a half hour of writing. The block is used for teacher-directed instruction, guided reading, teacher modeling, small group instruction, flexible grouping, and independent reading and writing. Students reading below grade level will receive an extra 30 minutes of intensive reading instruction. When possible, these 30 minutes will immediately follow the uninterrupted 2 hour ELA block, which has been the case for the school. Students not receiving intensive reading instruction will receive Global Studies, with a focus reinforcing reading and writing skills. The ELA teachers in grades 4 and 5 are departmentalized to allow for more teacher expertise.

Writing instruction includes informative/explanatory and opinion/argumentation essay writing. Writing instruction for K-5 focus on the writing process, generating ideas, organization, voice, citing, word choice, fluency, and conventions of standard English.

The third strand of the LAFS is Listening and Speaking, and these skills are reinforced throughout the curriculum as students are given opportunities to participate in group discussions, prepare and make informal and formal oral presentations, and apply appropriate diction and tone in their presentations.

Finally, the fourth strand of the LAFS is Language. Therefore, as part of the ELA curriculum, students are exposed to the development of grammar and vocabulary skills. The development of these skills are embedded in the reading series adopted by the school.

The ELA curriculum serves to further advance the character education and leadership development program of the school. Through the reading of related literature and writing opportunities, students will be able to explore a variety of themes related to the core values of the school, words of the day, desired character and leadership traits, and 21st century skills. Students will continuously be exposed to learning experiences that promote and develop college and career ready skills.

**Mathematics:** The Math curriculum focuses on the development of skills in all strands of the MAFS by grade levels. The Mathematics program focuses on providing all students with the mathematical skills they need to advance through the school year and be ready for the next grade level. Instruction is rich with hands-on activities, inquiry, problem solving, connections to real world, collaboration, mathematical reasoning, metacognition, and reflection. Knowledge and skills are built on prior knowledge, and a continuous system of scaffolding will lead to the attainment of the standards.

Literacy is integrated into the math program, and math will be applied in other subjects whenever possible. A direct correlation will be made with science as math and science will be integrated. In particular, the integration of Science, Technology, Engineering, and Math (STEM) will play an important role in the design of the math program as students are given opportunities to explore these four areas together. This is an ongoing area of improvement for the school.

Students in Grades K-5 will have an uninterrupted 60-minute block for math instruction daily. Math teachers in grades three through five will be departmentalized, and math and science are integrated as much as possible. Tier 2 intervention is embedded in the master schedule. Students requiring intensive intervention in reading and math will receive intensive math during their mathematics course or free tutoring services offered after school. Teachers use flexible grouping and other effective research-based teaching practices/strategies to promote higher-order thinking and mastery of basic skills students can build on. In order to drive instruction and ensure mastery of the MAFS and a year's worth of learning, a systematic assessment program that includes formative and summative assessments as well as authentic assessments will be part of the mathematics program.

**Science:** The science curriculum will prepare students to achieve the Science NGSSS through the four bodies of science knowledge: Earth and Space Science, Life Science, Nature of Science, and Physical Science. STEM will be infused into the science program as the school seeks to cultivate the following in its students:

**Scientific Literacy** - The ability to use scientific knowledge and processes to understand the natural world as well as the ability to participate in decisions that affect it.

**Technological Literacy** - Know how to use new technologies, understand how they are developed, and analyze how new technologies affect us, our nation, and the world.

**Engineering Literacy** - The understanding of how technologies are developed via the engineering design process using project-based lessons that integrate lessons across multiple subjects.

**Math Literacy** - The ability to analyze, reason, and communicate ideas effectively as they pose, formulate, solve, and interpret data and solutions in scientific problems in a variety of situations.

Literacy plays an important role in the science program as students practice reading to learn, read informational text, develop domain-specific vocabulary, and dig deeper into valuable information that contributes to their scientific knowledge base. Students will apply writing skills through annotations of their observations and exploration of ideas. Teachers will apply instructional practices at all levels of Bloom's Taxonomy and Webb's Depth of Knowledge, focusing on the higher levels of thinking from both.

Students receive 30 minutes of science instruction per day that will follow math instruction whenever possible to facilitate subject integration. A main goal of scheduling will be for teachers to routinely integrate math and science in the classroom. Students will continuously explore the scientific method by participating in weekly experiments and class activities that require a hands-on approach. Special attention will be paid to environmental stewardship as part of the character education program. Authentic assessments will be ongoing and problem solving will be included in all formative and summative assessments.

**Social Studies:** The social studies curriculum prepare students to achieve the Social Studies NGSSS, utilizing research-based practices/strategies and addressing all themes of the social studies including Civics, Economics, Geography, and History. More than any of the other core academic subjects, social studies is closely tied to the character education and leadership development. Therefore, there is a special focus in the areas of citizenship and civic engagement, appreciation of diversity and cultures, fiscal responsibility, and global perspective. The social studies curriculum aims to further promote a love of country and community and foster responsible citizens.

Championship Academy of Distinction recognizes that the most important factor in the classroom is the teacher and the impact he/she potentially has on student achievement. Therefore, teachers at the School receive professional development in the most current and effective pedagogy to deliver a standards-based curriculum. During classroom walkthroughs and formal observations, administration specifically look for evidence of these effective research-based strategies in the classroom. Teachers are expected to vary their teaching strategies depending on the needs of the students and provide the techniques that are most conducive to active learning depending on the content. Teachers are expected to maintain high standards, continually challenge students, and create a climate of higher order thinking. The following is some of the primary instructional strategies teachers will be expected to implement:

Project-based Learning (PBL)

Explicit Teaching

Teacher Modeling

Gradual Release of Responsibility

Reading and Writing across the Curriculum

Flexible Grouping

Inquiry-based Learning (IBL)

Close Reading

**Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students' ability to achieve grade level proficiency.**

C.A.D promotes an educationally conducive learning environment that promotes student achievement as benchmarked by the attainment of the FS and NGSSS and where teachers not only promote academic growth, but social and emotional growth as well, for all learners. The basic learning environment is classroom-based. It includes whole class instruction, small group instruction, cooperative learning, and one-on-one instruction. Students have physical movement through the classroom throughout their instructional day. The School is in compliance with the state of Florida's charter school class size requirements, and complies with F.S. 1003.03 in the manner required by F.S. 1002.33 which provides classes in grades K-3 will have a maximum of 18 students per class; classes in grades 4-5 is capped at 22 students (to be calculated as the average at the school level). The rationale for class size and structure is based on the School's commitment to meeting its mission. The learning environment plays an important role in allowing students and teachers the opportunity to collaborate, explore important topics related to the theme of the school, and optimize the teaching and learning process.

Differentiated instruction is a critical component of the instructional program. Students' individual needs are targeted through this essential framework that provides all students with the potential to meet the same standards in spite of varying readiness levels through this individualized approach established in the mission. Differentiated instruction is incorporated into all other instructional strategies and content areas. The methods and systems teachers will have for providing differentiated instruction to meet the needs of all students will include using data to drive the instruction, building differentiation into lesson planning, flexible grouping, using leveled texts, appealing to different learning styles, intervention and/or tutoring, web-based programs, learning centers, tiered assignments, ESE and ELL strategies/accommodations, and experiences that will help develop background knowledge. These methods and systems lend themselves to maintaining the same expectations for all students while adjusting the vehicle used for learning in accordance with the students' needs. Through differentiated instruction, students requiring additional support or enrichment will be able to receive it. Differentiated instruction will also be used in the MTSS and RTI process.

Below, are some of the schools executed efforts to meet the needs of struggling learners:

Extra assistance through small group instruction

Substitution of Foreign Language with additional time for support

Intervention

Free after school tutoring, Saturday Learning Camp

RTI process

Referral to a Student Study Team

The MTSS at CAD consists of the following three tiers as established by the FLDOE:

Tier 1 instruction provides core instruction by the classroom teachers to all students.

Tier 2 instruction provides increased intensity beyond Tier 1 by classroom teachers to identified students, specifically in those areas that pose a barrier for proficiency.

Tier 3 instruction provides intensive support to students not meeting grade level standards even after they have received Tier 1 and Tier 2 instruction.

The problem-solving process will be applied to the MTSS which will include:

- 1) Identifying a measurable goal for each student.
- 2) Analyzing the issue and determining underlying causes of the goal not being met.
- 3) Developing and implementing a plan that includes research-based strategies to that addresses the goals and the issues.
- 4) Evaluating the effectiveness of the plan/intervention.

The school holds a CPST meeting at least once a month, independent to monthly data chats between teachers, instructional coaches and administration. CPST meetings can be initiated by any stakeholder at any time. CPST meetings are published on the monthly calendars and the CPST members are identified at each meeting. CPST meetings focuses on individual student performance and performance as denoted by trend lines from a system - generated graph template established by the Department of Prevention by BCPS. Prescriptive decisions are made and monitored for both teaching and learning. The tracked data on these graphs are from the core curriculum area in which the student demonstrates academic difficulty. This data is used to formulate and implement an intervention plan for the student. While monitoring, curriculum assessments, classroom observations, class work, and intervention based work samples are examined and analyzed. As explained above, tier 2 instruction is embedded into the master schedule and reinforced across elective courses whereas tier 3 instruction is done through a pull out model by an interventionist on a daily basis.

These efforts are shown to be effective over the life of the charter based on the educational performance of the school. Most recently, the school improved from a letter grade of a “C” to a “B” and never earned a letter grade lower than a “C”. Further to this, the learning gains data described above speak to the effectiveness of the intervention program design at the school.

English Language Learners are supported through a pull out model with language support services for levels 1 and 2 students as denoted by the ACCESS test. Monitoring of the accommodations provided are crucial in the classroom setting to ensure instruction is comprehensible. The school also provides IMAGINE learning as a part of its learning support for these students. ESOL accommodations, per student, are embedded in the lesson plan template used by the school. Finally, the school tries its best to take opportunity of the Language Enrichment Camp. The WIDA framework and course descriptors are used to guide instruction.

Exceptional Student Learning Support: Students falling into this category are supported in the general education class through an inclusion model when if their IEP allows such structure. To date, this is the model the school uses. Evidence of ESE accommodations are required to be documented on the lesson plan and is audited weekly through walk throughs and classroom observations. Additionally, these students are pulled and serviced by the ESE Coordinator to facilitate attainment of their IEP goals and to further provide grade-level academic assistance in a small group setting. Varying curriculum choices are available depending on the needs of the students. ESE students are not excluded from extended learning opportunities and are provided with pull out reading services when needed by the interventionist.

Further details regarding ESE and ESOL will be provided in the section 6 and 7.

In summary, since the students’ academic progress is driven by goals to attain grade level proficiency, consistent monitoring of learning is ongoing where the student is an integral part of this goal setting process. With this system, the student, teacher, parent, and school leaders are

accountable for academic success for the student.

**Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.**

Qualitative data is collected through various methods. Primarily, data chats and CPST meetings among: teachers, students, parents (when applicable) and the school's leadership is structured to be discussion-based. From these discussions, trends in information/feedback received are used to drive the decision making processes relevant to the needs of the student, school and the hypotheses composed, in general. For example, discussions may elicit the need to change curriculum, time the intervention is offered, duration of the intervention etc. Specific to this example, was the feedback obtained from students and teachers regarding the school's Science program. Using that feedback to provide more hands on activities and labs had a direct impact in our science achievement for the 2018 school year in 5<sup>th</sup> grade.

Another aspect of gathering qualitative data is through obtaining feedback from surveys throughout the year from stakeholder groups as defined below:

**Exit Surveys for Teachers and Staff at the End of the Year:** This assists the school largely with planning. One section of this survey typically targets professional development that instructional faculty and staff recommends the school provide. Based on the feedback obtained, the school is able to devise its Professional Development Plan and Calendar that is targeted to the direct needs of this sub group to ensure its practices align to the Florida Standards and NGSSS.

**Qualitative Feedback and Data Parents and Community:** Surveys are sent out periodically to our parents and community in addition to those done through Title One and the PTSA. The school also seek to obtain feedback through face to face meetings and monthly parent workshops. Through these meetings, parents share how the school can partner with them to facilitate a continuum of academic structure at home. Typically, the school hosts its monthly parent workshops targeting the feedback obtained from these meetings.

**Administrative Surveys:** The governing board and management company seeks to gather information from school leaders at least quarterly through discussions at board meetings, leadership meetings or surveys. One recent finding in data collected from this source, indicated the school leaders wanted to select the conferences they should participate in than just being limited to attending the Annual Florida Charter School Conference.

Quantitative data is looked at consistently to evaluate the school's operations and practices and make decisions in the interest of all stakeholders. Quantitative data is pulled from surveys when questions are not open ended as well as assessment data from student performance. Aggregated data is also examined and evaluated from teacher evaluations to make decision for teacher placement and professional development.

Student achievement and progress monitoring data is analyzed and evaluated as discussed above. The outcome and trends from these data sources are used to place students based on their needs and design academic goals to ensure grade level progress and beyond.

**Explain how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic Review and/or Desktop Review will be conducted.**

CAD adheres to and implements Broward County Public Schools' state approved Exceptional Student Education Policies and Procedures (SP&P), best practices and any amendments that arise. In addition to using the SP&P, CAD follows procedures for servicing students with disabilities (SWD), identifying students with disabilities, developing Individualized Education Plans, Education Plans, 504 Plans (as applicable) and providing a full range of services. School based staff work with the Sponsor, the Local Education Agency (LEA), to ensure that all SWD receive a free appropriate education (FAPE) in the least restrictive environment and will assume responsibility for providing the necessary services to meet the needs of SWD's as identified by their IEP.

### **IEP Committee Members**

The IEP Team consists of Classroom Teacher/s, the LEA, ESE Specialist, ESE Teacher, Parent/s, Counselor (as necessary) and Psychologist (as necessary). Other team members may include as per the IEP the Speech Language Pathologist, Occupational Therapist, Physical Therapist and designated agency staff. Our designees are as follows:

- Nicole Brown –LEA, ESE Specialist/Teacher
- Savitria Guthrie, Principal & Abah Hamilton – Alternative LEA's
- Terri Farner – Speech Language Pathologist
- Psychologist – as assigned by Broward Schools ESE Psychological Services

### **ESE LEA Agreement**

The LEA for 2019-2020 ESE services at Championship Academy of Distinction Elementary and Middle school is Nicole Parris-Brown, ESE Specialist and two additional LEA Designees Savitria Guthrie, Principal and Abah Hamilton who is also certified in ESE. The LEA attends regularly scheduled ESE Specialist meetings and trainings.

Information is gathered in the evaluation process, along with the decisions made regarding the needs of SWD's will be included to help to develop the IEP document.

### **IEP Development Process**

The IEP team for students who are currently receiving ESE services will discuss, in depth, the following items at the student's IEP team meeting:

- Present Levels of Academic Achievement and Functional Performance
- Measurable Annual Goals
- Benchmarks or Short-Term Objectives
- How Student Progress Will Be Measured and Reported to Parents
- Accommodations and or Modifications
- Placement of the student and the Least Restrictive Environment (LRE)
- Consent for Services and Placement
- Reevaluation process

This discussion is gear towards the development of the actual IEP. Information is gathered in the evaluation process, along with the decisions made regarding the needs of the student, help to develop the IEP and will be included in the document. Present Levels of Academic Achievement and Functional Performance includes the present level statement describing what the student can do and what they struggle with in academic subjects and functional skills. There are 4 domains on the IEP that are addressed when developing the IEP. The impact of the disability in each domain, if any, is used to develop goals. Measurable Annual Goals state what the student needs to learn in order to progress in the general curriculum and to meet other needs related to their disability. Also

included are Benchmarks or Short-Term Objectives which are only required for students in Kindergarten and first grade or those that take the Florida Alternate Assessment (FAA). A description of how the student progresses is included with the IEP and quarterly progress reports are created to inform parents of their progress; generally sent home with the report cards. CAD ensures that all services, aids, and supports are provided a student may need in order to receive FAPE in school. Not to exclude accommodations and or modifications the student may need during the teaching, testing or State/District Assessments in order to make progress and demonstrate what they have learned. Per the students' IEP, accommodations will be provided as stated for classroom based and State/District testing. Placement of the student and the Least Restrictive Environment (LRE) are based on the student's need and this decision is made by the IEP team. Consent for Services and Placement are requested from the parent via written consent at initial placement or eligibility. This happens after the first IEP is developed. If the student's services or placement are changed later, the parents are informed also via a written notice especially when the change in services are greater than 50% of what the student currently receives. Annual reviews of the IEP are conducted by the IEP Team and every three years the student will be reevaluated to determine if ESE services are still required and or to add and additional suspected disability. The reevaluation also requires written consent from the parent and may also be requested from the parent.

### **Gifted Services**

- **Describe the EP process for Gifted students for present level development, prioritization of educational needs, and annual goals.**
- **Describe the school's Gifted program and the services provided. If the school does not currently serve Gifted students, what would that program look like?**

### **EP LEA**

The LEA for 2019-2020 Gifted services at Championship Academy of Distinction Elementary and Middle school is Nicole Parris-Brown who also attends gifted meetings and trainings held by the Department of Math, Science and Gifted pertaining to gifted education.

### **EP Committee**

The EP team is comprised of parent(s), LEA Representative, gifted and general education teachers, student (as appropriate) and other individuals who have knowledge or special expertise regarding the student. Our designated gifted teachers for each campus is as follows:

- TBD - Championship Academy of Distinction Elementary

### **EP Development Process**

CAD follows the Special Instructional Programs for Students Who are Gifted and the Sponsor's SP&P. Eligibility for the Gifted Program are based on the following criteria: Need for special instructional program, characteristics of the gifted, intellectual development and evaluation processes specified by Broward County Public Schools to increase the participation of students from underrepresented groups in programs for the gifted. The Education Plan (EP) process for the Gifted program is similar to IEP development process. Through professional development, teachers of gifted students collaborate with ESE personnel and general education teachers related to differentiation of instruction and curriculum compacting for the school's gifted students and implementation of their EP's.

The EP team for students who are made eligible for Gifted services will discuss, in depth, the following items at the student's EP team meeting:

- Review of Data and recent evaluations
- Present Levels of Academic Achievement
- Measurable Annual Goals
- Benchmarks or Short-Term Objectives
- How Student Progress Will Be Measured and Reported to Parents
- Projected dates of Services, Frequency, Location and Duration
- Consent for Services and Placement
- Reevaluation process

Information is gathered in the evaluation process, along with the decisions made regarding the needs of the student, help to develop the EP and will be included in the document. There are three types of EP Meetings: Initial EP, Annual/Biannual Review and a Review of the EP. There are three domains of the EP that are addressed: Curriculum and Learning Environment, Independent Functioning, and Social/Emotional Behavior. Present Levels of Academic Achievement includes the present level statement describing what the student's strengths are and needs beyond the general curriculum. Measurable Annual Goals state what the student needs to learn in order to progress in the general curriculum and to meet other needs related to their disability. Also included are Benchmarks or Short-Term Objectives which are only required for students in Kindergarten and first grade or those that take the Florida Alternate Assessment (FAA). Once goals are established, the student will participate in curriculum compacting, Acceleration or enrichment curriculum. A description of how the student progresses is included with the EP and quarterly progress reports are created to inform parents of their progress; generally sent home with the report cards. CAD ensures that all services, aids, and supports are provided a student may need in order to receive FAPE in school. Placement of the student and the Least Restrictive Environment (LRE) are based on the student's need and this decision is made by the IEP team. Consent for Services and Placement are requested from the parent via written consent at initial placement or eligibility. This happens after the first EP is developed. If the student's services or placement are changed later, the parents are informed also via a written notice especially when the change in services are greater than 50% of what the student currently receives. Annual/Biannual reviews of the EP are conducted by the EP Team and every three years the student will be reevaluated to determine if ESE services are still required. The reevaluation also requires written consent from the parent if there is an additional disability suspected and may also be requested from the parent.

**Explain how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable laws. An On-Site Programmatic Review and/or Desktop Review will be conducted.**

The School adheres to all applicable provisions of Federal law relating to students who are English Language Learners (ELL), including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and LULAC et. al. vs. State Board of Education Consent Decree (1990) and the Modification of the Consent Decree (2003). The Consent Decree is a framework for ensuring that ELL student's civil rights are upheld, that ELL students have equal access to all the programs at the school, and that they receive a comprehensible instruction. The School implements the state-approved, English Language Learner (ELL) plan in effect in Broward County Public Schools.

Per FS 1003.56, the School identifies "English Language Learner" (ELL) as:

An individual who was not born in the United States and whose native language is a language other than English;

An individual who comes from a home environment where a language other than English is spoken in the home; or

An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency

- **What is the school's plan for identifying, placing and scheduling ELLs?**

The school identifies English Language Learner (ELL) students through the Home Language Survey (HLS). The survey is integrated into the registration form that is filled out by parents. The parents are required to complete the registration form that contains three main questions. Students who speak a language other than English will have a programmatic assessment conducted by the schools ESOL Contact, or assessor. This includes collecting the students previous school history. ELL students are further monitored and assessed in basic subject areas to aid the student's teacher in developing an appropriate instructional program. ELL Committees are performed to review the student's progress and obtain an overall student performance. The committee shall make recommendations and modify the student's instructional program, if necessary, to focus on problems identified. These changes shall always be recorded on the student ELL Plan.

**Describe how the school has and will continue to comply with the state-approved district ELL Plan?**

The school adheres to all district and State policies governing the ESOL Program. The ESOL Coordinator attends all district trainings and professional development and uses the BCPS ESOL Handbook as a guiding document in all practices related to this field.

Additionally, the school has continued to use ELLevation to keep record of the individual ELL Plan. The school ESOL Contact reviews each students ELL Plan to ensure that the students are placed accordingly and are given accommodations to help them meet their goals and district standards. Each individual ELL plan is constantly recorded in the students' cumulative folder. The plan includes, but is not limited to:

- Students information, such as, name, grade, and home language
- Initial assessment form
- Student accommodations
- ESOL program information
- Instructional time
- Exit information, if applicable
- ELL committee suggestions and information
- Post program evaluation

The ELL plan is updated whenever an ELL Committee is performed, or the students annual or re-evaluation meeting is held. Compliance data is updated into TERMS imperative to this role.

The school also had an ESOL Committee; which meets the statutory guidelines as follows:

The ELL Committee:

The School has an ELL Committee comprised of a school administrator, ESOL teacher or coordinator, home language teacher (if any), classroom/subject area teacher, and guidance counselor. The parent(s) would also be invited to attend any committee meetings.

The ELL committee:

- holds meetings to review the student's progress and make recommendations after thorough review of all necessary data.
- invites parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations
- ensures that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English
- convenes meetings in a timely manner and record recommendations in the Individual ELL Plan.
- files in ELL folder a copy of a letter inviting parent to attend ELL Committee. The invitations will follow the samples available on PCSB's Bilingual/ESOL Department's website
- completes the ELL Folder pages available on PCSB Bilingual/ESOL Department's website.
- convenes an ELL committee for students with six semesters or more in the ESOL program.
- convenes an ELL committee for ESOL level V students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified.

**Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.**

The school ensures fair access to the academic program for all students regardless of their proficiency level. The ELL Committee executes group interventions and strategies to support the ELL instructional progress. The ESOL strategies are included in each teacher's lesson plans, along with the District's ESOL Instructional Strategies Matrix. Both non-ELL and ELL students in the same grade level will use the same instructional material and textbooks. Administration and teachers work together to provide an equal list of ideas, goals, concepts, and objectives to all non-ELL and ELL students.

The School has designated an ESOL coordinator who is responsible for scheduling the ELL Committee Meetings and updating all student ELL Plans, keeping a record of parental contact information and updating the ELL Program Records Folder. The record folder containing the following is available for all ELL students:

- Home Language Survey - signed and dated by parent/guardian
- Copy of Annual Letter of Participation in ESOL program - signed by the principal
- A copy of student's current schedule.

Monitoring/Evaluation: The Language Arts teacher documents the ELL student's progress in the student's ELL Student Plan using a Post-Program Review Report, and a Post-Program Review Student Profile will be generated with information regarding ELL students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL-exited student is conducted at the end of the student's first grading period, first semester, first year, and second year after exiting.

The school monitors the student's progress through the:

- Academic Grades/Report Cards
- Test scores
- Classroom performance
- Post Program Review Reports (as applicable)
- Standardized tests (as applicable)
- Student Case Management referrals (as applicable)

This information assists the school in determining if students are progressing adequately and whether the school is effectively servicing the needs of its ELL population. The School also, determine the School's effectiveness in serving the needs of the ELL population by reviewing the results of the spring administered ACCESS and determining if the students are making adequate learning gains.

The School continues to measure its effectiveness in serving ELL students by (1) setting consistent goals for all ELL students in the School and (2) ELL students demonstrating learning gains as evidenced by their performance in all respective portions of ACCESS and FSA and (3) students meeting the annual goals specified in the Student ELL Plan. The School will support the education of the students, providing support in all classroom settings in which the student will receive instruction.

ESOL instruction will include instruction to develop skills in speaking, listening, reading and writing of English sufficient to enable the student to be English proficient. An ELL student will be provided Basic ESOL programming for the minimum number of hours specified in the individual ELL plan, in no event is less than the amount of instruction received by a non ELL student at the same grade level.

In cases where the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school has had a linguistically qualified teacher or paraprofessional staffed to assist these ELL students in understanding content instruction.

### **Further Overview of the ELL Instructional Program**

The instructional program the school employs to ensure academic success is Basic Mainstream Instruction using ESOL strategies. This means ELL students are placed in the general education classes with an ESOL certified or ESOL endorsed teacher. The instruction provided to ELLs is equal in scope, sequence and quality of instruction to non-ELLs at the same grade level. The ELLs receive instruction alongside non-ELLs. Teachers with ELL carefully plan and consistently monitor the progress of the ELL and non-ELL students. The School clusters students strategically

based on the needs of the students in order to maximize the services the School is able to provide to provide a pull out model for students scoring a level 1 or 2 on the ACCESS Test. The ELL coordinator serves as a support to all teachers will ELL students in their classrooms.

The instructional practices and strategies the school utilizes to ensure academic success are in accordance with the META Consent Decree. The META Consent Decree does specify which instructional practices or strategies must be provided; however, it does require that students receive intensive English language instruction and instruction in math, science, social studies, and computer literacy which is understandable to the ELL and equal and comparable.

The School further ensures equitable access to the core academic program for all students including those below, at, or above grade level. The ELL Committee meets monthly to discuss interventions and strategies to support the ELL student’s continued academic success and will identify ESOL strategies and a MTSS as needed by the student. The ESOL strategies are documented in the teachers’ lesson plans and in the student’s ELL folder using the codes from the District’s ESOL Instructional Strategies Matrix. The effectiveness of these ESOL strategies are determined by the teachers’ observations, administrative classroom visits, student progress, and results on all aforementioned assessments.

**Explain the school’s current process for MTSS/Rtl, specifically with documentation of progress monitoring and the assessments used.**

The school uses the district’s process for MTSS/RTI. As discussed above, the school has a CPST with monthly CPST meetings independent of data chats. The school uses a CPST Feedback Form to document the meeting record per teacher, at each meeting. In addition to that, the school uses a school-wide graphing template which generate a trend line to track each student’s progress by tier. This template allows for the goal of the intervention as well as grade level goal to be identified and stated. Intervention notes are documented on lesson plans and corresponding MTSS forms generated by the school. These documents are looked at the CPST meeting and is used to drive discussions in efforts to make prescriptive, informed decisions. The documentation for the process requires the team to evaluate and cross reference data from multiple sources to include progress monitoring, weekly assessments, standardized data, observations, classwork, intervention work, and projects. The assessment used to track progress is that from the cure curriculum based on the identified area of need. The interventions used are district approved and is selected based on the need or deficiency identified. The Collaborative Problem Solving Team Rating Form and Intervention Records are parts of the formal documentation collected throughout the process.

- **Describe the charter school’s collaborative problem-solving team (CPST).**

The CPST is comprised of six team members to not include parent/s or students. Each member brings a unique background to the team and serves a specific role.

Designee	Role
Principal	Oversee the MTSS/RTI process
	Evaluate and conducts walk-throughs and informal

Assistant Principal	observations to determine effectiveness or lack thereof of instructional practices and student learning
Instructional Coach	Provides guidance and support to teachers for instructional mentorship and to provide researched based curriculum materials and resources for instruction and intervention
ESE Coordinator	Works with the team to help with the identification and implementation phases of the intervention design as well as the evaluate the student specific outcomes/goals to make ongoing informed decisions
ESOL Coordinator	Works with the team to help with the identification and implementation phases of the intervention design as well as the evaluate the student specific outcomes/goals to make ongoing informed decisions
School Counselor	Works with the team to help with the identification and implementation phases of the intervention design as well as the evaluate the student specific outcomes/goals to make ongoing informed decisions and identify Early Warning Systems indicators to devise course of action
Teacher	Provide academic status, data review and analysis, intervention plan and design and any other pertinent information relevant to the student's progress

The team works together to execute best practices of the MTSS facilitation.

1. Screening: examining students' records to make a determination of next steps for students who are at risk or potential candidates for retention.
2. Progress Monitoring: process used to track students' progress and provide evidence of the level of success with the intervention design through the multi-tiered system of support
3. Multi-Level Prevention System: recognize each tier of the process to provide and facilitate the most accurate level of intervention needed along with the corresponding intervention teaching and learning resources
4. Ongoing Decision Making: using the data collected from all relevant sources to make informed decisions regarding the students' progress and next steps.

- **How does the charter school encourage and document parent participation during the**

## **Rtl process?**

The school encourages active parent participation during the RTI process. To do so, the school has implemented an accountability measure to facilitate this. At the end of each instructional quarter, teachers have to submit proof of parent communication to administration. This includes showing proof of the school-wide Parent-Teacher Conference Form to document parent meeting where this process was discussed. To foster accountability on the parent's end, parents are given timely notification to attend these meetings, if they are unable to attend a phone conference is offered. If these options cannot be met by the parent, documentation specific to the student is sent home and is required to be sent back to the child's teacher signed. Thereafter, a follow up phone call is done by the teacher. These efforts are documented on the Parent-Teacher Communication Log.

### **Describe the charter school's data analysis process for all tiered interventions.**

The school's data analysis process for all tiered interventions is documented by the classroom teacher and interventionist (when applicable) and discussed at the CPST meeting. The CPST evaluates the analysis and make recommendations as they see fit. The Intervention Documentation and Data Analysis for Instructional Decision Making: Team Process Script are guiding documents used to help with accurate analysis from rtinetwork.org. The RTI Model TAP 6.5 from fldoe.org is also used as a guiding document for the team.

### **Data Analysis Process for the CPST**

1. Define the problem: review and analyze historical and current data
2. Set clear, measurable goals
3. Collect Data
4. Analyze Data
5. Interpret Data and Make Informed Decisions

### **Explain the charter school's current process to implement an Early Warning System (EWS).**

EWS is used in our school as a student retention tool and as a preventative measure to realign and readjust practices pertinent to students' success. EWS enables our school to use available school data to identify students who are at risk of not being promoted to next grade levels, those who will be covered under 'good cause promotion', and those who would need academic and learning interventions. Students are identified based on academic and engagement data, such as absenteeism, course failure, credits and discipline or behavioral referrals, etc. Our Collaborative Problem Solving Team uses EWSs to identify students who are at risk, by implementing preventative measures, in the form of student-specific Action Plan to support students and to examine school-level trends to identify and address systemic issues.

Our school abides by the Behavioral and Academic Support System BASIS put in place by Broward County Public Schools District. Our Hollywood campus 5361 has 373 students enrolled in grades Kinder through 5<sup>th</sup> grade. The Early Warning System (EWS) has 3 categories of identification under the **Progress Indicators** tab:

**0-10 points { < 1 } = Students are on Track and not showing any major concern**

**11-49 points { 1 } = Students have 1 warning sign.**

**50 or more points { 2 } = *Students have 2 or more warning signs.***

Considering these patterns, our school location has identified 323 students under category A, 49 under category B, and 1 under category C.

Championship Academy Hollywood (5361) implements a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem-solving process to identify students who are at-risk in academics and/or behavior. The team conducts a root cause analysis to determine why the problem is occurring. The MTSS core problem solving team analyzes and dis-aggregates data from the following Broward County Public School Resources Data Warehouse and BASIS system to view student data, to address and assist students' individual needs. The MTSS core problem solving team utilizes an early warning identification system, response to intervention (RTI) process and build a wide, inclusive and comprehensive behavior plan. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag students at risk of retention, course failure, truancy, and misconduct.

Every month the school counselor runs out reports and establishes communication via letters, emails, phone calls to families in order to keep a channel of communication and as warning tool for them to be aware of their children's performance in the following areas : failure to meet proficiency of standards on formative assessments; behavior intervention checklists; progress monitoring; and teacher feedback, excused and unexcused absences.

In addition to collaborating with parents, the school counselor meets with students having EWS indicators to establish and execute an Action Plan, specifically to include intervention strategies and measures that are researched based targeted to the students' needs. This Action Plan takes into consideration feedback from appropriate persons from the CPST. Such plans are monitored through monthly CPST meetings and meetings set up by the school counselor with the student.

**Attendance**

- 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.
3. Establish an Attendance Contract.

**Course Failure/s and Retention**

1. Intensive Course/s Placement: based on student achievement data and other assessment data, students will be placed in intensive courses as needed. The CPST will meet consistently to make informed decisions regarding progress and next steps.
2. Implementation of the MTSS with fidelity: Monitor student's reception to intervention program and design through each tier, when applicable to make instructional decisions in the best interest of the student's progress.
3. Extended Learning Opportunity – Saturday tutoring, small group instruction, language enrichment camp

4. Individual Instructional Remediation Support – tier 3 instructional and teaching support provided through a pull out model on a daily basis.

### **Behavior**

#### **All behaviors are addressed through a Positive Behavior Approach**

1. Classroom Behavior Plan: a behavior plan to include incentives and principles from CHAMPS will be created and implemented by the classroom teacher. The behavior plan will be tracked to determine effectiveness when measured against goals for the student identified. Based on the data obtained, next steps such as a student-specific behavior plan will be discussed. Currently, teachers use Class Dojo as a tracking system for tier 1 behavior.

2. Student-specific Behavior Chart: specific to the student's needs and goals. Devised with the CPST, students and parent feedback.

3. FBA and PBIP when necessary to analyze and determine further actions.

### **Measurable Goals**

The school has identified the following goals as baseline goals for student achievement to govern its charter.

The school will establish procedures and policies to effectively increase the number of students reaching grade level proficiency thus meeting promotion requirements by 15%, in all grade levels. Such procedures and policies will address and target the specific criteria for promotion for each grade level.

The School will make adequate progress with the Lowest 25% in English Language Arts, Science, and Mathematics by showing a as demonstrated by: achievement level increase, learning gains, and grade appropriate developmental scales per standardized assessments.

The school will attain grade level proficiency among students in the following subjects' areas as described below, with at least 5% growth over the life of the charter, annually, using the appropriate curriculum and effective enrichment and remediation teaching strategies to meet the needs of all learners:

3<sup>rd</sup> Grade

ELA - 41%, Mathematics – 53%,

4<sup>th</sup> Grade

ELA – 43%, Math – 67%

## 5<sup>th</sup> Grade

ELA – 51%, Math – 48%, Science 47%

### Writing:

Writing is an overall area of challenge across the school. Therefore, the goal below speaks to overall grade level improvement:

The School will use effective teaching strategies, and targeted research-based curriculum to design lessons and provide appropriate lesson differentiation to achieve grade level writing competency for at least 80% of the total student body.

Ninety-three percent of students in kindergarten through second grade will meet grade level academic expectations as denoted by the Pupil Progression and more specifically excel beyond the cut off scores for assessments and progress monitoring assessments through effective placement, the use of research based curriculum and teaching strategies as well as consistent data analysis and interpretation.

The school will continue to implement and monitor approved researched based curricula to address reading and its foundational skills and make literacy the central theme of its curriculum design.

The school will monitor the academic and overall functions of English Language Learner and Exceptional Students to ensure adequate progress is made in accordance with their Language Enrichment Plan and Individualized Educational Plan, respectively.

ESSA data and other relevant data pieces will be used to monitor and evaluate performance of students falling into a subgroup/s to ensure adequate progress is made while providing the learning environment, resources, interventions, and other tools needed to do so.

The Character Education Program will continue to be a natural part of the school's curriculum to address the fulfillment of the charter's mission with fidelity; thus reducing student misbehaviors by at least 23% annually, and as such increase student accountability in holistically improving.

Overall, the school will continue to implement continuous improvement measures, using quantitative and qualitative data from all stakeholders to ensure it is fully meeting all facets of its mission, over the life of the charter contract.

### Assessments:

In addition to the curriculum embedded assessments and those noted as progress monitoring on the school's K-12 Reading Plan, the school utilizes all state assessments to include FSA for all subjects for grades three through five and NGSSS Statewide Science Assessment for grade 5. For grades one and two the school uses the district's end of year reading assessment. The school also participates in the district's Broward Standards Assessment.

## **Attachments**

### **Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION**

– No Attachments –

# FINANCIAL PERFORMANCE

## 1. FINANCIAL MANAGEMENT

Section Evaluation		Final Rating
Partially Meets the Standard 11/14/19	Reynaldo Tunnermann,	Partially Meets the Standard
Meets the Standard	Lourdes Panizo, 11/19/19	

**Explain how the charter school implements an effective, detailed system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.**

The Board of Championship Academy of Distinction at Hollywood, Inc. recognizes the necessity of having experienced personnel to help the School navigate the complex nature of the accounting and financial reporting requirements for charter schools. The Board has chosen to contract with a firm that has the experience and knowledge to provide the comprehensive accounting, financial management and reporting services required.

Florida Charter School Accounting (FSCA) is a provider in Florida of accounting and finance back office support and training for charter schools. The President/Owner has performed independent annual audits of charter schools for over 18 years, providing a unique perspective to ensure reporting is in accordance with generally accepted governmental accounting standards and the Financial and Program Cost Accounting and Reporting for Florida Schools (“Redbook”). Due to the complex reporting requirements of charter schools, the Board of Directors understands the need for specialized accounting knowledge specific to charter schools.

FSCA provides accounting and financial services exclusively to charter schools in Florida. All of their staff are knowledgeable concerning the specific financial and reporting requirements specific to Florida charter schools.

FSCA uses QuickBooks for non-profits in a virtual office paperless environment. QuickBooks allows transactions to be recorded by fund, function, and object in accordance with the RedBook. All accounting and financial reporting such as general ledger, accounts payable, accounts receivable, payroll, bank reconciliations, grant management and financial statements are performed within the software.

Our Board of Directors knows that having a strong internal control structure is the front line to preventing fraud. FSCA will work directly with the school to establish and maintain internal controls. They focus heavily on proper segregation of duties, proper authorization, maintaining adequate documentation and physical control over assets as well as performing independent checks.

Fixed assets are recorded in the appropriate capital or noncapital account in accordance with the Redbook. A fixed asset/depreciation schedule is maintained and included as Attachment N.

FSCA will provide the School monthly with a Balance Sheet, Statement of Revenues, Expenditures, and Changes in Fund Balances – Actual to Budget Comparison, in accordance with Rule 6A-1-.0081, F.A.C.

Annually, in conjunction with School personnel, FSCA will prepare an annual budget in accordance with F.S 1002.33 (9)(g)4.(h).

Further internal controls include:

The School employs a Business Manager to work with the ESP to properly maintain all financial records. Detailed financial statements are prepared on a monthly basis and presented to the Governing Board for review.

The School maintains internal financial controls and bookkeeping practices in accordance with acceptable accounting practices. Specifically, the Board has established standard control procedures in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Standard control procedures to ensure sound internal accounting and a system of checks and balances include:

General Accounting -use of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools. Bank statements will be reconciled on a monthly basis. The School will provide regular monthly financial statements, on dates required, to the Sponsor including a statement of revenues and expenditures and changes in fund balances.

Receivables:

For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - any funds collected at the school may be initially collected by the school staff. These funds along with supporting documents are submitted to the Business Manager who will record and prepare the deposit in duplicate. The original deposit slip will be presented to the financial institution with the funds and the duplicate will remain in the deposit

book. The financial institution validated receipt will be stapled to the duplicate deposit slip in the deposit book.

#### Disbursements:

Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are reviewed and approved by the Principal. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require board chair signature and/or board approval. Authorized signatures on checks are limited to the Chair of the Board, and the School Principal.

Capital Expenditures - purchase orders are required for all capital expenditures and must be pre-approved by the Principal or Board Chair. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file. Any purchase order totaling more than the limit as set by the Board requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board for review.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board.

The Business Manager works with the ESP to ensure all receivables and accounts payable are properly coded in the accounting system. The Business Manager helps to ensure a division of responsibilities and additional fiscal accountability. The Business Manager also serves as a liaison between the ESP and the school's administration.

The Principal is responsible for overseeing the Business Manager and ensuring proper implementation of fiscal control policies, including the approval of all expenditures. The Board oversees the ESP and Principal and remain responsible for all financial matters delegated to the ESP and Principal.

#### **Explain how the charter school adheres to generally-accepted accounting principles.**

FCSA maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools" (Redbook), pursuant to § 1002.33(9)(g)(1), Florida Statutes. The Schools financial reporting is prepared in accordance with generally accepted accounting principles for governmental entities which are established by the Government Accounting Standards Board.

FCSA uses QuickBooks for nonprofits in order to maintain records in accordance with the requirements of the Redbook. QuickBooks is an industry-accepted and widely-adopted accounting software. Transactions entered into the accounting system will be maintained electronically. Appropriate documentation of the validity and appropriateness of transactions will be maintained in as result of the processes and internal controls in place. Accounting records are maintained in a secure virtual office environment with nightly offsite backups. System level access is restricted to assigned personnel only.

#### **Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.**

The Board has chosen to contract with a firm that has the experience and knowledge to provide the comprehensive accounting, financial management and reporting services required. FCSA uses QuickBooks for nonprofits in order to maintain records in accordance with the requirements of the Redbook. Monthly financial statements are prepared in accordance with the template provided by the Sponsor and uploaded into Charter Tools by the 25<sup>th</sup> of the following month.

The Board retains the services of a certified public accountant for the annual financial audit, pursuant to s. 1002.345(2) F.S. who shall submit the audit report to the governing body (s. 1002.33(9)(j)(1), F.S. Audits are conducted in accordance with the Rules of the Auditor General adopted pursuant to Chapter 10.850. The audit report includes a management letter as required by 218.39(4) F.S. and Rule 10.856(2)(d), which is the statement of the auditor’s comments and recommendations.

At the conclusion of the audit, the independent auditor will discuss all of the findings that will be included in the audit report with the management of the School and with the Board of Directors.

The governing Board will the review and approve the audit report in accordance with s. 1002.33(9)(j)(2), F.S.. The audit report and written responses to the findings, including corrective actions, will be filed with the sponsoring District and the Auditor General.

For the end of the fiscal year, June 2019, hired an independent company to conduct a financial assessment. The findings are a part of the plan to institute corrective measures and best practices for finanacial oversight and management of the charter school.

## Attachments

### Section 1: FINANCIAL MANAGEMENT

– No Attachments –

## 2. FINANCIAL VIABILITY

### Section Evaluation

	Final Rating
Partially Meets the Standard Cassandra Vallianos, 11/19/19	Partially Meets the Standard

#### 1. Explain how the charter school maintains a balanced budget and a positive cash flow.

Financial statements are prepared on a monthly basis and are provided to the Board of Directors and the Sponsoring District for analysis and review, in accordance with the prescribed Florida DOE publication, and the Redbook.

The Board of Directors recognizes that budgeting is directly connected with the concept of proper fiscal guidance, necessary for proper monitoring and required for maintaining accountability. FCSA works shoulder-to-shoulder with the School’s management to build budgets from the

ground up. We work as a team to implement the proper monitoring and oversight processes to provide your leadership reliable and continuous reporting. Budgets to Actual reports will be provided and analyzed monthly by FCSA and management. Projections of cash monthly performance will be analyzed, including projected deficits. Budget amendments will be proposed as necessary.

The Board shall adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and expenditures. The budget is prepared conservatively and with the viability and sustainability of the charter school in mind. Amendments to the budget require the approval of the Governing Board.

In addition to preparing a conservative budget, the Board has a rigorous budget management process to monitor the School's financial health. The Board's approach to monitor the School's financial health is a three part process including:

1. Review of financial statements
2. Review of budget vs. actual
3. Forecasting of future results

The school will follow the guidelines in the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book). Bank statements will be reconciled on a monthly basis. Monthly financial statements will be prepared using Generally Accepted Accounting Principles specific to charter schools by the ESP and the Business Manager which are distributed to the principal and the Governing Board. The Board Treasurer will have online access to review the bank statements.

Monthly financial statements will include a comparison of actual results to the approved budget to facilitate the second part of the process. The Board will be able to monitor the monthly spending and evaluate the budget. In order to forecast, the third part of the process, the Governing Board will use the information in the monthly reports to be able to make timely decisions and adaptations to the budget to ensure the financial health of the school.

The Business Manager will act as a liaison between the school and the ESP for human resources, payroll and financial matters relating to cash collection and accounts payable. The Business Manager, in addition to the ESP, will work with the School Principal to ensure adherence to the Governing Board approved budget.

The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

**1. Verify that the charter school's financial obligations are in good standing.**

The School does not have any outstanding long-term financial obligations. All vendor invoices are processed weekly. Payroll is processed bi-monthly. The School ensures these obligations are paid timely and the School maintains adequate operating cash flow to meet these obligations.

**1. Provide a detailed explanation of the sound and sustainable long-term financial plan for the charter school**

See Attachment Q for the Projected Five (5) Year Budget for 2021-2025.

## **REVENUE ASSUMPTIONS**

### **FEFP**

Please see Attachment R. FY21 revenue is based on the latest available Revenue Estimating Worksheet.

### **Title 1**

\$250/ student

### **Capital Outlay**

\$712 / student

### **Food Service Revenue**

Food service revenue consist of a combination of full-paid lunches and reimbursement from the National School Lunch Program. Assumes students are 70% full price, 10% reduced, 20% free, with 45% participation at the most recently published rates for the National School Lunch Program.

## **INSTRUCTIONAL COST ASSUMPTIONS**

### **Salaries**

The average teacher salary is budgeted at \$45,000, with an annual increase of 2.0%, one teacher per classroom. Year 3 includes the addition of three ESE specialists and three teacher aids.

### **Payroll taxes**

Social security and Medicare are calculated at 7.65%. Unemployment is calculated at .5%. Workers compensation is calculated at .8% for educational staff.

### **Health Insurance**

The budget is based on a premium of \$250 per month per employee.

### **Professional, Technical Services**

Services provided primarily in support of IEP's, such as OT/PT, speech therapy, etc. as well as the educational management system Renweb. These are based on historical costs.

### **Other Purchased Services**

These include the cost of uniforms and school events.

### **Supplies**

Budgeted at \$25 per student and \$500 per new classroom.

### **Textbooks**

Budgeted at \$100 per student.

### **Travel/training**

Budgeted at \$250 per teacher.

### **SCHOOL ADMINISTRATION**

#### **Salaries**

One Principal budgeted at \$80,000, Assistant Principal at \$40,000, Registrar at \$20,000, Business Manager at \$40,000, Marketing at \$15,000, and Receptionists at \$25,000.

#### **Payroll taxes**

Social security and Medicare are calculated at 7.65%. Unemployment is calculated at .5%. Workers compensation is calculated at .8% for educational staff.

#### **Health Insurance**

The budget is based on a premium of \$250 per month per employee.

#### **Professional, Technical Services**

Management fee of 12%.

### **FISCAL SERVICES ASSUMPTIONS**

#### **Contracted Services – Finance**

Includes contracted accounting and auditing services.

#### **District Fee**

5% of FEFP, capped at 250 students

### **FOOD SERVICES ASSUMPTIONS**

#### **Contracted Services**

Assumes meal cost of \$275 per FTE

#### **Salaries**

Two part-time cafeteria workers.

#### **Payroll taxes**

Social security and Medicare are calculated at 7.65%. Unemployment is calculated at .5%. Workers compensation is 1.82% for food service.

**Health Insurance**

The budget is based on a premium of \$250 per month per employee.

**TRANSPORTATION**

Based on the annual contract with Maranata Bus Service.

**OPERATIONS OF PLANT ASSUMPTIONS**

**Salaries**

Salaries include two custodians and one school safety officer.

**Payroll taxes**

Social security and Medicare are calculated at 7.65%. Unemployment is calculated at .5%. Workers compensation is 1.82% for custodial.

**Health Insurance**

The budget is based on a premium of \$250 per month per employee.

The remaining line items are small and self-explanatory.

**Attachments**

**Section 2: FINANCIAL VIABILITY**

– No Attachments –

# ORGANIZATIONAL PERFORMANCE

## 1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard	Sean Brown, 11/20/19	Partially Meets the Standard
Meets the Standard	Marion Williams, 11/27/19	
Meets the Standard	Jill Young, 11/27/19	

1. **Explain if the charter school’s actual enrollment has been consistent with its projections.**
  1. **If it has not been consistent, what measures has the charter school taken to increase student enrollment.**

Though there has been fluctuation in enrollment numbers yearly. Such fluctuations are not significantly lower than that of what was projected in the charter application. Essentially, on average, actual enrollment has been slightly lower than projected enrollment. This fluctuation is also noted in grade level projections; with projections either exceeding actual or is slightly lower than that of what was projected.

Since this synopsis does not fully agree to a consistent pattern, the school has implemented measures to aide with marketing. Such measures include:

1. Hired a marketing director to not only oversee the school’s social media accounts and website marketing protocols, but to partner with local community agencies and businesses such as local day cares to provide face-face interaction with information regarding the school.
2. Purchased a website and marketing digital software to monitor feedback and receipt of any student interest enrollment forms obtained online and transmit those to the school’s registrar for follow up.
3. Market the school through Open House meetings starting as early as December.
4. Use a direct mailer system to target residents beyond a five-mile radius.
5. Devise flyers and informational brochures in multiple languages.
6. Partner with neighboring communities to host events using our building at no cost in aides to wide-spread information about the school.
7. Invest in billboard displays within surrounding communities.
8. Provide translation services.
9. Display posters and informational flyers in high traffic areas around the community.
10. Conduct face to face meetings with families in a small setting.
11. Maintain strong community presence in events.

The promotional plan to publicize the school has been designed to reach the entire community and, accordingly, all racial/ethnic groups within it. The School implements a community awareness plan that will target students from area pre- school/VPK’s, elementary schools,

communities, and homeowner associations. Presentations will include information about charter school in general and more specifically about the school's curriculum focus and the application procedure. A question and answer sessions will be provided after each presentation.

**Provide the demographics of the community the charter school serves.**

Championship Academy of Distinction School, is a Title 1 Public Charter School, nestled in the urban, residential, Hillcrest community of Hollywood, Florida. It is located in the Zip code of 33021. The community has a population of 45, 921. The racial makeup of this of this community shows the following: White, 77.8%; Blacks, 12.5%; American Indians, .2%; Asian, 2.5; Hawaiian, 0.1%; Other Races, 2.9%.

**Describe the charter school's current enrollment procedures as defined in the charter school's contract and in compliance with applicable law.**

Pursuant to Section 1022.33(10) (b), the School shall enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In the event that the applications exceed capacity, the school in accordance with 1002.33(10) (d), may give enrollment preference to the following populations:

Students who are siblings of a student enrolled in the school

Students who are children of a board member of the school

Students who are children of a school staff member

Students who are the children of an active-duty member of any branch of the United States Armed Forces

The remainder of the student stations shall be filled through a random lottery subject to the racial/ethnic balance provisions required by law. All students in the lottery not enrolled will be assigned a waiting list number should student seats become available or capacity increases. The school will comply with the recent changes to Florida law which are identified in Florida Statutes 1002.20 (6) (a).

The School will not request any information related to whether a student is considered ESE or ESOL until after the student has been accepted in the School.

The School will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience.

**Describe the charter school's plan to ensure a safe and secure environment.**

School safety and security is a top priority for Championship Academy of Distinction Elementary. The development and implementation of a safety plan promotes the safety and security of the students, staff, and families/community. The school has completed its annual Florida Safe School Assessment, adopted an Active Assailant Plan, a Mental Health Plan, devised its Threat Assessment Team, has a School Safety Officer on staff along with a floating SSO, just to name a few of the requirements outlined by H.B. 7026 AND 7030 which the school has met. The school's mission addresses safety as a foundational pillar, ranking it as a high regard and priority for its Board, management and leadership team. The School's safety plan includes the following

**Access Control:** the school has limited the access into the school, requiring visitors to sign in, requiring all volunteers to be approved volunteers, maintaining gates locked during school hours, establishing single points of entry. The school has the Raptor system in place to scan all visitors as well as a buzzer system in place used for entry for all visitors. The main office is the only entry to the school with all parameter gates locked.

**Emergency Equipment:** the school has maintained working equipment such as two way radios, backup systems, public announcement systems, ensuring emergency supplies are available, maintaining school emergency kits. The school's SSO maintains these items in a safe, locked location onsite.

**Training:** Administrators, teachers, and staff must be trained to recognize and respond to emergencies. The school partners with Dynamic Integrated Security to provide all staff trainings on emergency and crisis management.

**Communication and notifications:** the school has a code system in place used by BCPS to identify emergencies. All emergencies, when appropriate are communicated to stakeholders through: parent links, emails, phone calls

**Coordination:** administration coordinates with local law enforcement and other agencies to develop a plan in the event of an emergency. This coordination is evident in the school's completed FSSAT.

**Needs Assessment:** develops policies specific to the school-level needs and implement timeline and action plans to address these needs. The school has hired a maintenance supervisor to spearhead the completion of these tasks.

**School-Emergency Management and Recovery Plan -** The School implements a School-Wide Safety and Emergency Plan that aims to prepare all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather, security, broken pipes, etc. Staff members are trained on these plans before the start of school; and refreshers trainings are ongoing.

All classrooms are equipped with call buttons through a PA system. This is one means to which teachers can reach the front office in cases of emergencies. Teachers also have portable radios as a means for communication back up. Emergency evacuation maps are posted in all classrooms and main areas. Emergency drills are conducted at least once a month. Evacuation zones and meeting points are clearly labeled and identified. The school also has designated Safer Listener Zones.

In the event of a localized emergency that affects the School, the Board has implemented in the School Handbook for Emergency and Crisis Management processes for communicating with all parents and for addressing the main areas of prevention, protection, mitigation, response, and recovery. The plan details actions that must take place before, during, and after each emergency situation.

## **Attachments**

### **Section 1: STUDENT ENROLLMENT AND CONDUCT**

– No Attachments –

## 2. FACILITIES

### Section Evaluation

	Final Rating
Meets the Standard Victoria Stanford, 11/26/19	Meets the Standard

#### **Explain how the charter school’s facilities comply with applicable laws and codes.**

The charter fully abides by F.S. § 1002.33 (18 )denoting full compliance with all applicable laws and codes as well as the State Requirements for Educational Facilities of the Florida Building Code. Additionally, the facility complies with standards established by the Florida Fire Prevention Code, pursuant to s. [633.208](#), Scope of the State Requirement for Educational Facilities under the K-20 Florida Education Code and OSHA – Occupational Safety and Health Administration.

The building is leased through Tobin Properties who assists with the oversight of managing and maintaining the facility to meet applicable building codes and requirements. The management company provides funding for building enhancements and expansions in conjunction with the funds provided through Capital Outlay. The Certificate of Occupancy is current.

The following provides an overview of the measures the school takes to ensure its facility meets full compliance status:

#### **Americans with Disability Act Accessibility Guidelines**

The school ensure that its building is accessible to persons with disabilities. For example, parking spaces are allocated for disabled parking, entrances and exits meets standard sizing requirements, hardware in place is gripped tightly with appropriate levers on doors, faucets and sinks have adequate clearance and spacing and entrances, exits, classrooms, and hallways are accessible by wheelchairs.

#### **Maintaining Safe Entrances and Exits**

A clear pathway is maintained for all entrances and exits and are labeled. Doors are checked and serviced consistently to prevent restriction of entering and exiting.

#### **Fire Alarm System**

The school conducts frequent servicing and maintenance of the fire alarm system to meet ADAAG requirements. This system does not only allow for an audible signal in the event there is a fire emergency but also has strobe light to allow for visual signaling.

#### **Energy Efficiency and Air Quality Control**

The school’s AC unit is services and maintained by Johnson Controls to meet all requirements covered under this domain.

### **Integrated Pest Management**

The school utilizes this environmentally sensitive approach in efforts to balance the risks between pests and application of pesticides to achieve long-term pest suppression when handling pest control. The school outsources this service.

### **Maintenance and Repair**

The school consistently employs measures to ensure maximum upkeep of the facility in all facets of the building from roofing, to electrical repairs, floors, windows, plumbing, fixture of furniture, resurfacing parking lots, walk ways etc. to remodeling and renovating. The school has a checks and balances system in place spearheaded by the management company, director of maintenance and the governing body.

### **Educational Facilities**

The facility primarily services the educational community which it serves. The location house two Championship schools with MSIDs 5215 and 5361.

### **Explain how the charter school complies with applicable health and safety laws.**

The charter school complies with all applicable health and safety laws. The schools collect and analyzes information from reports obtained from the Department of Health School Health Services Program to help drive best practices in this area. The school has been inspected by the Department of Health with no violations noted. This is typically the trend with such inspections. The school does not have a nurse on staff, but if the need arises to do so, the service will be contracted through Venture Design. Additionally, the school provides age appropriate health screening such as: vision, hearing, BMI and scoliosis 90p-k through 0okmthe aforementioned company.

Basic school health services, mandated by the School Health Services Act, section 381.0056, F.S., are provided to all students in Florida public schools, to include Championship Academy of Distinction. Further to this, section 1002.33 (9) (e), Florida Statute, Charter School Requirements, states, - "A charter school shall meet all applicable state and local health, safety, and civil rights requirements."

C.A.D adheres to this section along with the subsequent section 1002.20 (3), F.S. Health Issues. Some examples of this are described below:

### **School Entry Health Examination and Immunizations**

The school's registrar checks each applicant Registration Packet thoroughly to ensure full compliance to include a student's health record. Based on analysis of supporting documents, such as immunization records and physicals, a student may not meet the age appropriate health screening requirements. The school will then provide the parent with resources and information on how to proceed with fulfilling the requirement/s. A physical is needed that is for students entering grades kindergarten through fifth.

### **Inhaler Use**

The school establishes the policy that students whose parent and physician provide an approval may carry a metered dose inhaler on their person.

### **Epinephrine Pen**

A student who has a life-threatening illness or is at risk for such is allowed to carry an auto injector, self-administer epinephrine pen once physician and parental approval have been obtained by the school.

### **Medication Administration**

At least three designees have been identified and participated in the district's Medication Administration Training.

### **Labeling of Medicinal Drug**

All prescribed medication kept at the school will be verified for correct labeling with the following:

- name and address of the pharmacy
- date of dispensing
- serial/medication number
- name of the patient
- name of the prescriber
- name of the drug
- directions for use
- expiration date

### **Child Abuse, Abandonment, and Neglect Policy**

The school has established such policy under Section 1006.061. The school has an appointed Child Abuse Designee. All faculty and staff participate in the DCF Child Abuse Training.

### **Mental Health**

The school has a school counselor who is designated to handle issues related to mental health. The school also partners with Chrysalis to provide therapy services to students and families.

### **Suicide**

The school partners with Henderson to refer students who pose to be a threat to themselves.

### **Safety Laws**

The school uses the mandates from the State such as H.B. 7026, H.B. 7030 and the Marjory Stoneman Douglas High School Public Safety Act as defined by the Office of Safe Schools to meet safety requirements. Furthermore, the school adheres to F.F. 1006- Student Discipline and School Safety.

The school has a school safety officer who was successfully trained through the Coach Aaron

Feis Guardian Program. All electronic devices owned by the school has the FortifyFL application and is promoted to parents and students through the school’s monthly newsletters. The school completes its FSSAT annually with the input from various stakeholder groups to include law enforcement, local fire department, maintenance team, etc. The school has a threat assessment team in place; receiving ongoing district training. The school has adopted the district’s Mental Health Plan.

The school adopts and utilizes the district’s anti bullying plan. This is also a focal theme in embedded in the school’s character education program. The school-wide behavior system promotes high emphasis on character traits to instill qualities of being good citizens and leaders.

## Attachments

### Section 2: FACILITIES

– No Attachments –

## 3. GOVERNANCE, STAFF AND PARENTS

### Section Evaluation

	Final Rating
Meets the Standard Khandia Pinkney, 11/6/19	<b>Meets the Standard</b>
Partially Meets the Standard Maria Yen, 11/14/19	
Meets the Standard Aneatra King, 11/22/19	
Meets the Standard Debbie-Ann Scott, 11/25/19	
Meets the Standard Brenda Santiago, 12/2/19	

### Explain how the governing board/charter school implements the governance structure as defined in the school’s contract.

The Governing Board is the ultimate policy making body with the responsibility of operation and oversight of the school to include monitoring and reporting the educational success of the school; adhering to the Sunshine Law per Florida Statue 1002.33916) (a). Members of the Governing Body comply with all training requirements as stipulated by the Sponsor as well as applicable state laws as evidenced by Attachment U. The Governing Board leads and governs the organization ensuring that the charter is implemented as submitted to the sponsor. To effectively do this, governing board meetings are held at least once per quarter and in the interim as needed. Such board meetings are driven by quarterly agendas and checklists devised a head of time to cover all compliance areas. Stakeholders responsible for daily operations and other compliance areas prepare reports to present at these meetings. Some examples of these stakeholders are: principal, business manager, marketing coordinator, accounting specialist/auditor, ESP representative etc. Accurate minutes are taken after each meeting and reviewed by each appropriate designee. In addition to these quarterly reports, the ESP presents a monthly summary

of compliance operations to the Board after liaising with the principal and based on her in-school observations and evaluations. The principal has an open line of communication with the board and informs them of any critical on-site incidents, employee termination, building/infrastructure concerns, or any other matters deemed serious. Likewise, the principal, seeks feedback from the Board as does the ESP in efforts to collaboratively make decisions in the best interest of the school. Charter Tools benchmarks completion are discussed at Board meetings and evidence of timely, accurate submission is provided to the Board. The board is comprised of community members, and parents.

The school understands that delineating clear roles between the Board, ESP, and principal are important factors in contributing to successful execution of the charter. The board contracts the ESP. These roles are briefly defined below:

The Governing Board contracts with the Education Service Provider (ESP) to manage the daytoday operations of the School.

The Board will approve the school's budget.

The ESP reports to the Governing Board. The ESP's role is to assist the Governing Board in carrying out the terms of the charter and the ongoing decisions made by the Governing Board.

The school principal will be an employee of the Board and will be selected by the Governing Board. The principal reports to the governing board and is evaluated by the governing board.

The School Principal is responsible for managing all school faculty and staff.

Governing Board selects a representative pursuant to F.S. 1002.33 (9) (p) (2).

Lastly, the governing board completes annual self-assessments and used data derived from these assessments to make ongoing decisions in the best interest of the well-being of the school.

### **How does the governing board maintain compliance with training and fingerprinting requirements?**

The board uses a "New Board Member Checklist" when new board members are elected. To allow for proper checks and balances, at least two board members have to sign off on the completion of the checklist and provide evidence dated to support each indicator on the checklist. The checklist is maintained on file in the school. Also, training requirements and security clearance documentation are benchmarks on Charter Tools. Additionally, the fingerprint report is pulled quarterly from Field Print by the business manager and cross refernced with the staff roster to include board members.

### **Provide an explanation or verification of how the governing board/charter school complies with Sunshine Laws as applicable to charter schools and laws governing public records.**

The Board adheres to the Sunshine Law and all other applicable laws and policies. The Board is committed to meeting the success of the school. Meetings of the Board shall are held at least quarterly and are published on the school's website denoting meeting dates, times and location for each quarter throughout the year. All meetings are noticed, open, and accessible to the public. Meeting notices are posted around the school building to include the front office, on the school's social media, website, sent via email, parent link, and in monthly newsletters when applicable. All Board meetings are held within the school district and the principal attends all meetings along with the ESP, business manager, book-keeper/auditor, maintenance coordinator and IMT/registrar. Meeting minutes are made available to the public.

During board meetings the Board will be presented with information regarding the School's monthly financial expenditures, enrollment, personnel issues and changes, facility updates, students and teacher performance, stakeholder survey feedback and any additional issues related to the school at the time of the meeting.

The school complies with Florida's Public Records Law, Chapter 119, Florida Statutes and provide public access to public records. Florida Statute 119.001(12) defines all "documents, papers, letters, maps, books, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission," as public records.

Student records are maintained in a limited access area and are locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a secured locked, fireproof and waterproof cabinet or room convenient for use. Access to the records are confined to required school personnel. The School complies with all provisions of the Family Educational Rights and Privacy Act (FERPA), IDEA and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. Accordingly, records shall not be made available to anyone outside the school except in accordance with the FERPA and state guidelines for public records or in the event of a lawful court order. Records shall be made available to district staff for the purpose of monitoring and oversight.

A system for recording the date, time and name of any person who has accessed student records, including the temporarily removal is in place. In addition, backup copies of all electronic records are stored on servers with additional off site, secure backups. Student records are official and, as stated above, confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA) and will be treated as such.

Additionally, Board members and employees are required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B-10.081, FAC.

The Bylaws require Board members to clearly identify potential conflicts of interests, including contractual, employment, and personal or familial financial interests. Board members are informed of the Board's adopted conflict of interest policy when appointed to the Board and provided with the form "Board Disclosure Information to Determine Possible Areas of Ethical Conflict" to complete.

The undertakings of the Board are a public trust, which creates a fiduciary duty between the Board, employees, and the public. The Board has duty of loyalty and fidelity and the responsibility of conducting the affairs of Board honestly and wisely. The Board shall exercise the utmost good faith in their duties, and they shall not inappropriately benefit or utilize this public trust.

#### 1. Employment/Staffing

1. Explain how the charter school employs instructional staff that meets state and federal qualifications.

The school understands that high student achievement is closely linked to the quality of instruction they receive. Therefore, the school implements a rigid process for selecting instructional staff to meet state and federal qualifications. All teachers will hold current Florida Teaching certificates and be placed on out of field waivers, when necessary.

The Principal devises an interview committee, which may include already hired staff members Board members, or volunteers associated with the school to assist with the interviewing process and to provide multiple opinions and feedback on potential candidates. Once applications are

received, the interview committee will independently each application. Rankings are based on the applicant meeting the criteria identified by the interview committee per the position available. The higher ranking applicants are invited for an interview whereby interviews are ranked too by the said committee. The highest ranking candidates for each position will be presented with an offer of employment. Upon acceptance of the offer of employment, the candidate will undergo and be required to meet BCPS's requirements for fingerprinting, drug screening and background checks prior to commencing employment.

**Explain the system that the charter school uses for teacher and administrator evaluations.**

The charter school used the Florida Consortium of Public Charter Schools Evaluation Tool for teacher and administrator evaluations which meets the requirements under F.S. 1012.34 - Personnel Evaluation Procedures and Criteria. The tool utilizes the Florida Educator Accomplished Practices to elicit one of four overall performance ratings: highly effective, effective, needs improvement, developing, or unsatisfactory. The overall performance rating is based on three criteria:

1. Performance of Students
2. Instructional Practices
3. Professional and Job Responsibilities

The tool is broken up under the following core sections with each section having its own independent indicators:

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

The maximum score per indicator is four. An aggregate score per section ranges anywhere between 24 and 48 points.

The school principal conducts at least two formal evaluations on teachers, annually. Data is aggregated from each evaluation and teacher feedback to drive the professional development offerings, and curriculum used by the school. VAM data as well as student performance data for Kinder- 2<sup>nd</sup> grade is used to generate a score/rating for student performance.

The tool also has an Informal Walk-Through piece which does not serve as an evaluative tool as a score is not generated once completed. This tool mirrors the formal evaluation tool which uses symbols to dictate if areas observed are: met, not met, or not observed.

**Provide the approved and adopted pay for performance plan and salary schedule if it has been recently updated.**

The school's pay for performance plan is the same as uploaded in to Charter Tools as an October benchmark.

**Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school's contract or prior application.**

The first portion of the charter school's mission addresses building interpersonal relationship with parents. The school holds parents as a key component to its success and operations and values

their partnerships with the school. Constant efforts to garner parent feedback is ongoing and supported through effective implementation of changes or modifications made based on this. The school has implemented a multitude of strategies to effectively engage parents as described below:

**Parent Contract:** upon registration of each student, parent sign a parent contract outlining their roles and responsibility in efforts to consistently partner and support the school's mission. The contract outlines the requirements for volunteer hours to which parents are recommended to complete before the school year ends. Volunteer hours open a means for parents to be actively engaged on the school grounds to support the duties and daily operations. It provides a way for teachers, parents, staff and administrators to work cohesively in a direct manner.

**Opportunities for Parental Involvement and Engagement:** the school offers multiple offerings for parents to be actively engaged in the school taking into consideration foreseeable barriers such as work schedule, lack of transportation, varying skillset or expertise, and child care. In understanding such barriers, the school has extended these opportunities outside of school hours and in some cases on weekends. Parents and families who work during the day, can volunteer at after school events, in before care, and on weekends for extended learning opportunities provided by the school, extracurricular activities to include sports, guest speaker/s at school assemblies, adopting a hallway or bulletin board, being a member of the school's PTSA, attending board meetings, and any other event/activity that arises. The school hosts monthly parent workshops that aligns with the goals of the educational program design.

**Multiple Methods of Communication:** consistent communication between the school and parents are important and will ultimately drive the level of parental engagement present within the school. The school sends communication as best as it can be using the three top languages. Communication methods include but is not limited to: email, parent links, flyers, newsletters, billboards, school's website, social media, class dojo, signage around the school.

**Proactive Board Members:** our board members are actively engaged with parents, families and the community. Since the board is comprised of parent/s, it makes it easier for fellow parents to buy-in into efforts established by the school to be fully engaged and committed to supporting the school.

Even though increasing parental involvement is a goal of the school, there has been improvement over the years. The school will continue to extend strategies to obtain maximum parental involvement and engagement in all facets of its operations.

## **Attachments**

### **Section 3: GOVERNANCE, STAFF AND PARENTS**

– No Attachments –

# ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

## 1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation	
Attachments Added Rhonda Stephanik, 12/3/19	Final Rating Attachments Added

### Notes for Attachments

Attachments not noted in the upload section are not applicable to the school.

Attachments referring to Renweb refers the schools information management system

### Attachments

#### Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	<a href="#">Attachment B 5 Year Comparison</a>	Guthrie, Savitria, 11/2/19 3:13 AM	PDF / 319.888 KB
1.2	<a href="#">Attachment D AMO Standards</a>	Guthrie, Savitria, 11/2/19 3:12 AM	PDF / 85.688 KB
1.3	<a href="#">Attachment E FLDOE School Grade ELA-5361_AchievementLevel (2)</a>	Guthrie, Savitria, 11/2/19 3:12 AM	PDF / 41.03 KB
1.4	<a href="#">Attachment E FLDOE School Grade ELA-5361-LGains</a>	Guthrie, Savitria, 11/2/19 3:11 AM	PDF / 42.208 KB
1.5	<a href="#">Attachment E FLDOE School Grade Math-5361_AchivementLevel</a>	Guthrie, Savitria, 11/2/19 3:11 AM	PDF / 41.047 KB
1.6	<a href="#">Attachment E FLDOE School Grade Math-5361-LGains</a>	Guthrie, Savitria, 11/2/19 3:11 AM	PDF / 42.214 KB
1.7	<a href="#">Attachment E FLDOE School Grade Science-5361_AchievementLevel</a>	Guthrie, Savitria, 11/2/19 3:10 AM	PDF / 41.012 KB
1.8	<a href="#">Attachment E FLDOE School Grade Table1.2-SchoolGrade (2)</a>	Guthrie, Savitria, 11/2/19 3:10 AM	PDF / 51.612 KB

1.9	<a href="#">Attachment E FLDOE School Grade Table1.3-POpulationComparison</a>	Guthrie, Savitria, 11/2/19 3:09 AM	PNG / 95.289 KB
1.10	<a href="#">Attachment E Table1.3-POpulationComparison</a>	Guthrie, Savitria, 11/2/19 3:09 AM	PNG / 95.289 KB
1.11	<a href="#">Attachment F FLDOE Report Card</a>	Guthrie, Savitria, 11/2/19 3:08 AM	PDF / 239.566 KB
1.12	<a href="#">Attachment G Lowest 300 Survey 2014</a>	Guthrie, Savitria, 11/2/19 3:02 AM	PDF / 273.573 KB
1.13	<a href="#">Attachment H Early Warning System Category C</a>	Guthrie, Savitria, 11/2/19 2:58 AM	XLSX / 10.199 KB
1.14	<a href="#">Attachment H Early Warning System Category B</a>	Guthrie, Savitria, 11/2/19 2:58 AM	XLSX / 17.301 KB
1.15	<a href="#">Attachment H Early Warning System Category A</a>	Guthrie, Savitria, 11/2/19 2:58 AM	XLSX / 55.317 KB
1.16	<a href="#">Attachment I AP3 Data Cpmarison</a>	Guthrie, Savitria, 11/2/19 2:57 AM	PDF / 403.332 KB
1.17	<a href="#">Attachment I BAS AP1 &amp; AP3 Comparison Hollywood (1)</a>	Guthrie, Savitria, 11/2/19 2:56 AM	PDF / 428.368 KB
1.18	<a href="#">Attachment I: FAIR PMRN School Report</a>	Guthrie, Savitria, 11/2/19 2:56 AM	PDF / 151.664 KB
1.19	<a href="#">Attachment I Summary of Progress Monitoring Results PMRN FAIR AP1.pdf</a>	Guthrie, Savitria, 11/2/19 2:53 AM	PDF / 153.683 KB
1.20	<a href="#">Attachment L Standardized test Results Table1.1-5YearComparison (1)</a>	Guthrie, Savitria, 11/2/19 2:52 AM	PDF / 319.888 KB
1.21	<a href="#">Attachment L Standardized test Results Table1.1-5YearComparison (1)</a>	Guthrie, Savitria, 11/2/19 2:51 AM	PDF / 319.888 KB
1.22	<a href="#">Attachment N Fixed Asset Schedule</a>	Guthrie, Savitria, 11/2/19 2:20 AM	PDF / 97.966 KB
1.23	<a href="#">Attachment Q Projected Five (5) Year Budget 2021-2025</a>	Guthrie, Savitria, 11/2/19 2:19 AM	XLSX / 39.208 KB
1.24	<a href="#">Attachment R Revenue Estimate Worksheet 2021-2022</a>	Guthrie, Savitria, 11/2/19 2:18 AM	PDF / 180.341 KB
1.25	<a href="#">Attachment S Student Enrollment Report per FTE Records</a>	Guthrie, Savitria, 11/2/19 2:18 AM	PDF / 303.693 KB
1.26	<a href="#">Attachment S Student Enrollment Report per Renweb</a>	Guthrie, Savitria, 11/2/19 2:17 AM	HTML / 105.18 KB
1.27	<a href="#">Attachment T Discipline Reporting.pdf</a>	Guthrie, Savitria, 11/2/19 2:16 AM	PDF / 2.633 MB
	<a href="#">Attachment U Governing Board</a>		

1.28	<a href="#">Member Training Certificate and Fingerprinting Results</a>	Guthrie, Savitria, 11/2/19 2:15 AM	PDF / 625.268 KB
1.29	<a href="#">Attachment U Staffing Report Human Resources</a>	Guthrie, Savitria, 11/2/19 2:15 AM	XLS / 69 KB
1.30	<a href="#">Attachment U Staffing Report Renweb</a>	Guthrie, Savitria, 11/2/19 2:15 AM	HTML / 118.895 KB
1.31	<a href="#">Attachment V Self Certification Audit</a>	Guthrie, Savitria, 11/2/19 2:14 AM	XLS / 68 KB
1.32	<a href="#">Attachment W Parent Newsletter August</a>	Guthrie, Savitria, 11/2/19 2:14 AM	PDF / 803.639 KB
1.33	<a href="#">Attachment W Parent Newsletter November</a>	Guthrie, Savitria, 11/2/19 2:13 AM	PDF / 575.301 KB
1.34	<a href="#">Attachment W Parent Newsletter October</a>	Guthrie, Savitria, 11/2/19 2:13 AM	PDF / 281.696 KB
1.35	<a href="#">Attachment Y Pay for Performance Plan and Salary Documentation Verifying Participation in Approved Plan</a>	Guthrie, Savitria, 11/2/19 2:12 AM	PDF / 71.048 KB

## Recommendation

School Name:	<b>Championship Academy Of Distinction At Hollywood</b>
Primary Contact:	<b>Savitria Guthrie</b>
Submission Date:	<b>November 2, 2019</b>
Recommendation Date:	<b>February 3, 2020</b>
Recommended By:	<b>Rhonda Stephanik</b>
Charter Status:	<b>Granted</b>

Based on the review and evaluation of Championship Academy of Distinction at Hollywood's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal with mitigating language of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.