

Broward County Public Schools

# Championship Academy Of Distinction High



## 2019-20 School Improvement Plan

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# Championship Academy Of Distinction High School

3020 NW 33RD AVE, Lauderdale Lakes, FL 33311

www.championshipacademy.org

## Demographics

**Principal: Henry Suckie**

Start Date for this Principal: 7/24/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	44%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students
<b>School Grade</b>	2018-19: F
<b>School Grades History</b>	2017-18: D 2016-17: C 2015-16: 2014-15: 2013-14:
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Broward County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

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

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

#### Academic Distinction

Our school is designed to teach students self-confidence, respect and pride as they pursue a college and career ready academic program. Our high performing academic program is designed to accelerate the learning of all our students and prepare them for rigorous college coursework. All students will be career and college ready; we expect all enrolled students to graduate high school. Processes and structures are intentionally to assist who may struggle or identified as intensive level students in reading and/or math. FL Standards and those Next Generation Sunshine State Standards (NGSSS) still in effect, will guide the selection of instructional materials used for the core program. An innovative and vibrant curriculum, aligned with FL Standards will be the backbone of our program which emphasizes critical thinking, innovation, collaboration, integrated technology, experiential learning while developing 21st Century literacy and numeracy skills.

#### Leadership Development

The culture at CADHS will focus on the idea that student achievement is everyone's responsibility. Stakeholders, from teachers, staff, administration, volunteers, parents and students, will be empowered to take a role within the leadership of the school. This will include the Board, accountability committee, staff teams, or students helping to form academic clubs and groups that focus on student achievements. Additionally through our instructional design, students will be taught specific leadership skills that they will need for future success.

#### Character and Social Skills

Character development and the development of leadership skills is an important focus of the School. Providing students with an educational environment that encompasses whole person development is a priority. Consistent with other successful college preparatory programs, CADHS will:

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

#### Provide the school's vision statement

“Developing Champions Who Distinguish Themselves from the Competition”

## School Leadership Team

### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Guthrie, Savitria	Principal	<p>Principal</p> <ul style="list-style-type: none"> <li>-Assisting in developing and implementing a curriculum for the school to provide courses for students of varying abilities and interests and of differing vocational goals.</li> <li>-Observing, evaluating, counseling and motivating professional staff members so as to improve their performance.</li> <li>-Recommending improvements which may improve the quality of the high school programs.</li> <li>-Make prescriptive decisions based on students performance and finding best practices of implementation to bridge the academic achievement of students.</li> </ul>
		<p>Literacy Coach</p> <ul style="list-style-type: none"> <li>• Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies as it relates to ELA.</li> <li>• Support the development of high-quality/effective ELA instruction; observe and coach developing ELA teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.</li> <li>• Work with ELA and SS teachers to refine and develop common standards based pacing plans, mid-year, and end of year common assessments for each grade level.</li> </ul>
Suckie, Henry	Principal	<p>Principal</p> <ul style="list-style-type: none"> <li>-Assisting in developing and implementing a curriculum for the school to provide courses for students of varying abilities and interests and of differing vocational goals.</li> <li>-Observing, evaluating, counseling and motivating professional staff members so as to improve their performance.</li> <li>-Recommending improvements which may improve the quality of the high school programs.</li> <li>-Make prescriptive decisions based on students performance and finding best practices of implementation to bridge the academic achievement of students.</li> </ul> <p>Math/ Science Coach</p> <ul style="list-style-type: none"> <li>• Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies as it relates to Math and Science.</li> <li>• Support the development of high-quality/effective MATH</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>and Science instruction; observe and coach developing MATH and Science teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.</p> <ul style="list-style-type: none"> <li>• Work with MATH and Science teachers to refine and develop common standards based pacing plans, mid-year, and end of year common assessments for each grade level.</li> </ul>
Berlus, Danielle	Paraprofessional	<p>ESOL Contact                      Confers with staff as may be appropriate regarding instructional techniques, organization of practices, etc. for the purpose of providing guidance and mentoring.                      Assists school administrators for the purpose of supporting them in meeting the needs of English Language Learners.                      Monitors inventory of instructional materials, equipment and supplies for the purpose of identifying required items to provide instruction in accordance with established curriculum.</p>
Rodriguez, Vickyana	Teacher, ESE	<ul style="list-style-type: none"> <li>-Provides research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP.</li> <li>-Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques.</li> <li>-Employs various teaching techniques, methods and principles of learning to enable students to meet their IEP goals.</li> <li>-Develops and implements annual Individualized Educational Program (IEP) plans for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals.</li> <li>-Schedules team meetings and works cooperatively with child study team members and others in developing instructional goals and strategies.</li> <li>-Coordinates the delivery of special education services in each student's IEP.</li> </ul>

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	41	26	17	0	84
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	0	1	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	7	10	5	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	19	11	5	0	35

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	5	7	3	0	15

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	0	0	3

**FTE units allocated to school (total number of teacher units)**

4

**Date this data was collected or last updated**

Friday 8/23/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	2	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	35	21	0	0	56
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	16	8	0	0	24

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	17	10	0	0	27

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	26%	57%	56%	33%	58%	56%
ELA Learning Gains	35%	52%	51%	40%	54%	53%
ELA Lowest 25th Percentile	18%	45%	42%	58%	47%	44%
Math Achievement	21%	51%	51%	29%	49%	51%
Math Learning Gains	38%	44%	48%	30%	45%	48%
Math Lowest 25th Percentile	0%	43%	45%	27%	46%	45%
Science Achievement	0%	66%	68%	52%	64%	67%
Social Studies Achievement	36%	71%	73%	0%	70%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	41 (0)	26 (0)	17 (0)	0 (0)	84 (0)
Attendance below 90 percent	2 ( )	0 ( )	1 ( )	0 ( )	3 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	7 (0)	10 (0)	5 (0)	0 (0)	22 (0)
Level 1 on statewide assessment	19 (0)	11 (0)	5 (0)	0 (0)	35 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
09	2019	23%	57%	-34%	55%	-32%
	2018	37%	55%	-18%	53%	-16%
Same Grade Comparison		-14%				
Cohort Comparison						
10	2019	25%	53%	-28%	53%	-28%
	2018	21%	53%	-32%	53%	-32%
Same Grade Comparison		4%				
Cohort Comparison		-12%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018	50%	62%	-12%	65%	-15%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	36%	67%	-31%	70%	-34%
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	20%	61%	-41%	61%	-41%
2018	25%	63%	-38%	62%	-37%
Compare		-5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	31%	51%	-20%	56%	-25%

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	8	8									
BLK	18	33									
HSP	37	37									
FRL	14	35									

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	9	50		18	30						
HSP	34	43		33	41		68				
FRL	40	39		33	31		57				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	174
Total Components for the Federal Index	6
Percent Tested	96%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
Federal Index - English Language Learners	8
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

"Math lowest 25th percentile LG", reflects 0%; the lowest data component. This data point shows a 27% decrease from the year's prior learning gains for the Lowest 25th percentile. In the previous year, 27% of our students made gains in the Lowest 25th percentile, still lower when comparing to the Broward District (46%) and the State of Florida (45%). For this reporting data component for the 2019 administration of the Math FSA, our students reflected a significantly lower percentage than that of Broward District (Math lowest 25th percentile = 43%) and the State (Math lowest 25th percentile = 45%). Given that the overall Math achievement was a slim 21% (a 8% decrease from the year prior), my deductions reveal that students' achievement was indicative of the lack of math interventions, as no additional math (intensives) courses were offered for the lowest 25% of students where the majority scored below the proficiency threshold (level 3) in the 2018 testing season. Despite the decline in the lowest 25th percentile LGs, there was an 8% increase in overall learning gains for students assessed in math. The "science" data component received a 0% score, as no students were assessed on any science EOCs, given students were not scheduled for any courses that required an EOC exam. While higher than the other categories, Social studies received a slim proficiency score of 36.4%. A contributing factor for this was the lack of PDs for the new teacher to effectively measure and track his students' data.

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

"ELA lowest 25th percentile LG", reflects 18%. This data point shows a massive 40% decrease from the year's prior learning gains for the Lowest 25th percentile. In the previous year, 58% of our students made gains in the Lowest 25th percentile, outperforming the District of Broward (47%) and the State of Florida (44%). For this reporting data component for the 2019 administration of the ELA FSA, our students reflected a significantly lower percentage than that of the District of Broward (ELA lowest 25th percentile = 45%) and the State of Florida (ELA lowest 25th percentile = 42%). Given that the overall ELA achievement was mere 26% (a 7% decrease from the year prior), my deductions reveal that students' achievement was indicative of the lack of reading intervention time, as no additional reading (intensives) courses were offered, for this group of students where the majority scored below the proficiency threshold (level 3) in the 2018 testing season. Of the students in the lowest 25th percentile, many of those students fell into the subgroup of economically disadvantaged. Given the circumstances of this specific subgroup, many of them are not privileged to resources that the school

requires usage of, such as USA Test Prep, and other online platforms; thus, disallowing them to practice the content and skills necessary to achieve academic proficiency.

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

Both the ELA (26% at the school level) and Math Achievement (21% proficiency at the school level) data components reflected a 30% achievement gap relative to that of the state; making them both equally the data components with the “greatest gap”. Given that the year prior, Math and ELA were two of the lowest achievement components (2018 assessment year: ELA- 33% and Math- 29%), it is clearly evidenced by this data that our instructional model needs revision, as the students’ performance did not improve from the 2018 school year’s FSA administration report to the 2019 school year’s FSA administration report. Given that a vast majority of our students fall into one or more subgroups, economically disadvantaged being number one, AND ELL, Black, or Hispanic, these students are at a higher-risk for academic failure, as evidenced by the ratification of ESSA. As a result, they would have needed more intervention time in the core areas like Math and English. This would give the opportunity for teachers to work more intricately to hone on the students’ academic deficits; however, we fell short in this area. Consequently, as a school, we realize now that by limiting intensive courses for these subgroups, it negatively impacted our overall students’ academic achievement.

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

Despite the decline in overall math achievement and math lowest 25th percentile LGs, the component for overall math learning gains showed the most improved, shifting from a 30% (reported in 2018) to 38% (reported, most recently, 2019). Despite that the percentage for our school was so low, the positive trend was quite the contrary to that of the state and district. From the year 2018 to 2019, the District of Broward actually declined from 44% to 45%, respectively, and the State of Florida stayed the same at 48% for this reporting category. This area of improvement can be attributed to the fact that we had some teachers doing small group pull-outs to target our students that were level 2 in math. However, this practice was not executed for the duration of the entire school year, so while there is evidence of some gains, the gains were not as significant as they could have been. Some of our students that were in our lowest quartile were also participating in the ESE and ESOL programs at our school where they received intervention time from the ESE and ESOL coordinators/ teachers, however, they should have probably been offered more time, as the rest of the students, through intensive courses, but they were not and it hurt not only our lowest 25th percentile LGs of students, but the overall LGs.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The first of two areas of concern are students that have failed a course in ELA or Math. This sum of students that have failed a course in the areas of ELA and/or Math equates to 22. Given that we had only 84 students enrolled, the percentage of students that failed a Math or ELA course is 26%. This is a significantly huge percentage of students, given that failure in this case means the student received an “F” in the course. This does not factor in the students that may have also passed the course with a C or D but are still not proficient in these subject areas; which are a good number of our students. Another area of concern is the number of students that have received a Level 1 in either an FSA Math or ELA assessment. The sum of these of the students in this EWS is 35;



which comprises 44% of the student population that were assessed in these areas (80/84 total students were assessed in ELA or Math, as 4 out of 84 represents 11th grade students that passed the ELA or Math component of the FSA prior to this years administration). As a school, we need to revise our instructional planning and delivery to really address these areas. If they are not addressed, students will continue to fail, and the academic achievement gap will continue to widen.

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

i. Instructional program and implementation

As evidenced by the data trends over the last two school years, our instructional programming is weak. There were no additional personnel or courses to provide time for intense interventions for our students who needed it. On the flip side, the school did not offer any acceleration or honors courses for those students who would have benefitted from a challenged. For example, traditionally across the nation, freshmen are offered courses such as Algebra 1 and Biology 1, this was not the case last school year. These students were offered Liberal Arts Math and Environmental Science, which are courses that are lax, and not assessed, hence why the population of students assessed was so slim; the courses offered did not require an EOC. Teachers were also not held accountable for student success, as there were no evidence of progress monitoring and data chats for all subjects.

The administration team will implement a model to help hold all stakeholders: teachers, students, and support staff accountable of the students' success. We will mirror and implement is the Broward County C.A.R.E cycle used for Professional Learning Communities (PLC) where we will use our curriculum(C), assess(A) and analyze the data of the students, and if necessary remediate(R) through reteaching and enrich(E) in the, respective, areas we see fit, all based on that data.

ii. Focusing on the Economically Disadvantaged Subgroup

Another main area of focus are the students economically disadvantaged, African American, and Hispanic subgroups. Student subgroups are flagged when students in that given subgroup, or federal index, showed less than a 41% proficiency in the assessed areas. We have decided to cluster these subgroups in one, because the majority of the students at CAD-H falls into the subgroup "economically disadvantaged", which reflects 74.4% of population. However, we must be mindful that the percentage of students identified as "economically disadvantage" are only the number of students who have actually completed a free/ reduced lunch form; consequently, there are more students economically disadvantaged than the reflected percent, in fact it is safe to say all are economically disadvantaged. That being said, the Hispanic (39.7%) and African American students fall into the economically disadvantage category. These students have little resources at their disposal. As a school and as devoted educators, it is imperative that we create opportunities to be successful for these students.

iii. Increase the ELA Achievement and LGs

English Language Arts and Reading are imbedded in all facets and disciplines of education, it was also one of our lowest performance areas on the 2018 & 2019 administration. Students need to pass the 10th grade administration of this exam to graduate; hence the importance of this goal. If they are unable to pass, they have at least four retake opportunities to receive a satisfactory score on the assessment. We currently have 13 Seniors enrolled this school year, of those 13 students, 8 of them have yet to pass their FSA ELA. By getting them to attain proficiency, will increase our learning gains and they will meet graduation criteria.



iv. Instruction and Progress Monitoring of English Language Learners

As the years go by, ELLs are a vastly growing part of our population, however, they are a minority subgroup and can easily fall through the cracks. Last school year, students were not pulled for small-group instruction by the ESOL coordinator as frequently as they should have due to the limited time students had in electives, which is the period they would typically be pulled from for interventions. This year the schedules of students do embed time for electives and non-core areas for the ESOL coordinator to pull students out for the interventions necessary. Within these pull-out sessions, students will work on developing their comprehension of content area vocabulary. There will be Collaborative Problem-Solving Team (CPST) meetings on a bi-weekly basis to discuss the trends of our ELLs to address any concerns and to suggest best practices to implement in the classrooms and pull-outs to best reach their needs in being successful in their coursework and assessments.

v. Students with an Early Warning Indicator of Scoring a Level 1 on a Statewide Assessment

We have a sum of 35 students that have score a level 1 on a Statewide assessment. These students comprise about 45% of our student population, more than just the lowest 25% of students. Teachers will engage in on-going progress monitoring for these students that will be used to promote instructional decisions that follow the Multi-Tiered System of Support (MTSS) framework.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Instructional Program and Implementation
<b>Rationale</b>	<p>Based on the assessment data for the last two school years, there is enough to show, not only a decline in students' performance, but also the performance rate, by percent, is indicative of a D or F school grade. We used the same systems and curriculum for the same two years and produced the same, low, results. By changing the programs and monitoring implementation through newer system, it should allow for us to improve overall student performance. To best change programming, we have added an additional section to the master schedule to accommodate intensive reading and math courses, as well as more rigorous programming. We will also institutionalize a block schedule to help maximize uninterrupted instructional time. We have also imbedded a pull-out schedule by which the co-principals will be in charge of, as we want to ensure as many people are involved to acquire our year-end goal.</p>
<b>State the measureable outcome the school plans to achieve</b>	<p>The current percentage of students showing proficiency in English and Math achievement is 26% and 21%, respectively. We are anticipating have those numbers doubled in each core area (52% scoring proficiency in ELA and 42% scoring proficiency in Math) by the 2020 FSA administration. We can plan for this by having both core and intensive teachers plan in alignment to address all standards and have either teacher enrich or remediate in the areas they see fit based on the progress monitoring tool, that is FAIR, and text-based assessments from Collections (tier one instruction material) and the Explorations in Core Math (Tier 1 instructional material). As a secondary means for monitoring students progress, intensive course teachers will use Edge (tier two instruction materials) for reading Performance Coach (tier two) for math. For students that are on Tier 3, we will utilize Voyager-Sopris 'REWARDS' will be utilized as a short-term intensive intervention.</p>
<b>Person responsible for monitoring outcome</b>	Henry Suckie (hsuckie@championshipacademy.org)
<b>Evidence-based Strategy</b>	<p>We will mirror and implement the Broward County C.A.R.E cycle used for Professional Learning Communities (PLCs). In the C-curriculum phase, teachers are using the curriculum to target the standards in our given unit and plan for our students based on their needs and what we need for them to learn, as a result, of the lesson. Teachers are also looking to effectively implement the content by means that students will understand, but also provide exposure to the rigor the students will see on their standardized assessments. The A-assessment phase requires teachers to assess students and track their progress and then share it with the team during CPST meetings. During CPST meetings, the teachers and principals will make prescriptive decisions for the students needs- students not performing at the proficiency mark, will be provided R-remediation, as needed, and those who are showing mastery will receive E-enrichment.</p>
<b>Rationale for Evidence-</b>	<p>This strategy will best keep the team and all stake-holders accountable for their parts in providing stronger instructional and monitoring systems. In the past school year, teachers were simply expected to teach their courses. There were no systems in place to help teachers track their students</p>

**based  
Strategy**

progress, nor were there any data chats, as no systems were in place to track standard-based data. The C.A.R.E. cycle is something utilized in schools that participate in Broward County's PLCs, where teachers meet on a bi-weekly basis to discuss the data of their students and set goals to best reach their students' needs and acquisition of mastery of standards; data-driven instruction. Using this strategy, we will be able to focus more on the students' performance and collaborate more effectively.

**Action Step**

(1) All students will be placed in Intensive Reading, as literacy is the weakest component of our FSA scores, and students will need the additional practice for their ELA FSA exam slated for Spring 2020. However, the Intensive Reading teacher will determine which text would be best for their student or students based on their score on the EDGE Placement Test for reading. Placement for Math courses will be based on prior EOC scores and the core credits needed for Math, Science, and History. For those students scoring less than a level 3 on an FSA or an EOC, they will be placed in Intensive Math to support either core courses: Algebra 1 or Geometry. (2) Once students are in their courses, teachers will commence the Curriculum phase and plan their lessons tailored to their students' needs, and also acquisition of mastery of standards. Teachers that have students that are enrolled in intensive courses will plan with the core teachers to focus, together, on a given group of standards. All students that are ELLs and ESE will receive their pull-out interventions, as well, with the ESE and ESOL contacts to ensure they are receiving the necessary support for the core content areas.

**Description**

As teachers begin completing standards, they will shift to the (3) Assessments phase where they will assess their students' performance using the curriculum for each respective course, math, science, history, or reading. Teachers will track their students performance and will engage in on-going progress monitoring that will be used to promote instructional decisions that follow the Multi-Tiered System of Support (MTSS) framework for those students that have levels ones and twos on their standardized assessments. Once all the data is collected, Teachers will meet as a team (via CPST meetings) with the Principals to discuss trends in the data and provide extra interventions by virtue of pull-outs headed by the Principals to provide (4) remediation for the students struggling, as well as a small-group intervention by either the core or intensives teacher. The students that are performing up to par, will have the opportunity to participate in (5) enrichment activities to help them acquire a richer understanding of the materials that they have already mastered.

We will continuously rotate through the C.A.R.E. cycle in a two to three weeks span, as we monitor and meet to address the means of our students.

**Person  
Responsible**

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#2	
<b>Title</b>	<p>Focusing on the Economically Disadvantaged, African American, and Hispanic Subgroups</p>
<b>Rationale</b>	<p>Student subgroups are flagged when students in that given subgroup, or federal index, showed less than a 41% proficiency in the assessed areas. We have decided to cluster the subgroups Economically Disadvantaged, African Americans, and Hispanics in one, because the majority of the students at CAD-H falls into the subgroup “economically disadvantaged”, which reflects 74.4% of population. However, we must be mindful that the percentage of students identified as “economically disadvantage” are only the number of students who have actually completed a free/ reduced lunch form; consequently, there are more students economically disadvantaged than the reflected percent, in fact it is safe to say all are economically disadvantaged. That being said, the Hispanic (39.7%) and African American students fall into the economically disadvantage category. These students have little resources at their disposal, as a result, are anticipated to fail coursework, and dropping out of school.</p>
<b>State the measureable outcome the school plans to achieve</b>	<p>Students that are economically disadvantaged have lack of resources to be successful. Some of these major resources are tutors and online access to FLVS or programs like Khan Academy. As we plan and devise our master schedule, we have created study hall sections to accommodate these students that are economically disadvantaged, as during the study hall periods, they can use our computer labs for online course recovery and also have the flexibility of having a teacher not only oversee their progress in online courses, but assist them as needed.</p>
<b>Person responsible for monitoring outcome</b>	<p>Henry Suckie (hsuckie@championshipacademy.org)</p>
<b>Evidence-based Strategy</b>	<p>The strategy to target the means and needs of economically disadvantaged students and to better accommodate them would allow them to have the opportunity to work more diligently and timely on task they need. Given that most of their assessments are computer-based, the initiative that will help immensely is the flexibility of utilizing internet and technological resources in the school house. Hence this information and need, each student will have a course section that provides them an opportunity to engage in activities that requires computer-based usage. Another initiative to help these students that are economically at a disadvantage, are after-school and weekend camps to best prepare students for standardized test. Some of the camps will also be held at our sister schools to best accommodate means of transportation, as many of our students are bused to the high school location.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>We currently have 22 students that failed an ELA or Math course and more than half of them require course recovery and are off track for graduating on time. These course failures attribute to the learning achievement gaps, as evidence by the FSA scores and the Federal Index for economically disadvantaged, black, and hispanic students scoring, overall, 25% proficiency. By providing services through study hall courses, it will allow them time to focus on making up these credits in-school, without any excuses, with respect to resources.</p>

Accommodating students needs through after-school camps are free initiatives to best aide the students to received additional instruction to best assist in their performance on their standardized assessments.

**Action Step**

(1) After teaming up with the guidance counselor, we can better examine each student that falls in the federal index “economically disadvantaged” (comprised of Black and Hispanics) and figure out their individualized needs with respect to graduation. Many of our students will need courses recovered online, so they will be identified and enrolled as seen necessary.

(2) We will have these students that are juniors and seniors enrolled in a study hall course to be housed in the computer lab for that instructional period to complete courses that need to be recovered online in preparation for graduation. The teacher for the study hall block will be there to assist the students through the course materials; essentially serving as a tutor to aide with the success of the online courses.

(3) The teacher designated to facilitate that course will monitor the students’ progress as they recover the course or courses they may have failed in the past or are just taking for a graduation requirement, as all students must successfully complete an online course, fully online to graduate.

(4) The study hall teacher will continuously, on a bi-weekly basis, meet with the student and hold them accountable by having the students print their progress of the course and report their progress to the guidance counselor. If the student is not performing as they should in the online course, the guidance counselor may have to have the student drop that course, or devise a plan with the student to get the back on track.

(5) In addition to the exposure and luxuries of the study hall blocks and access to internet, students will be offered extended learning opportunities for Statewide assessment preparation. The school will host Saturday tutoring to provide an extension of learning activities from November to December for any EOC retakes and January to May in preparation for EOCs and FSA ELA Assessments. Additionally, the school will provide after-school tutoring opportunities for students who are unable to attend the Saturday tutoring. The extended learning opportunities will be facilitated by current employees who will receive a stipend for their commitment and participation.

**Description**

**Person Responsible**

Henry Suckie (hsuckie@championshipacademy.org)

<b>#3</b>	
<b>Title</b>	Increase the ELA Achievement and LGs
<b>Rationale</b>	All students must pass the 10th grade ELA assessment in order to graduate high school. In the event they do not pass the assessment during the duration of their time in grade 10, they will have up to 5 chances to reassess the test. We currently have 28 Juniors and Seniors who have not passed this assessment, and, consequently, are not on track for graduation. It is our duty as a school and a problem-solving team to address this need to ensure our students are all successful on this assessment.
<b>State the measureable outcome the school plans to achieve</b>	Students who scored an overall achievement ELA proficiency reflects 27%, of the students assessed in grades 9 and 10 (now students in 10th and 11th). As for the students in grade 12 (formerly 11th grade students), 8 of them reassessed the FSA ELA, but none demonstrated proficiency. By providing intensive interventions through curriculum like EDGE and Rewards, we can bridge this gap and anticipate proficiency or learning gains from all, current, seniors by the second FSA retake administration for the 2019-2020 school year.
<b>Person responsible for monitoring outcome</b>	Henry Suckie (hsuckie@championshipacademy.org)
<b>Evidence-based Strategy</b>	As an initiative to ensure all students receive enough exposure to ELA/ Reading content, all students will have an additional Intensive Reading course or Semantics and Logics. As mentioned as a part of the C.A.R.E. cycle, we will have bi-weely CPST meetings which will allow for collaboration among teachers, from all subject areas, to identify strategies for implementing reading comprehension skills throughout the school.
<b>Rationale for Evidence-based Strategy</b>	Most of our students for the duration of the last 2 years have shown a trend of failing English Language arts and because they are not equipped, or proficient in ELA or reading, it subsequently allows for lower performance other content areas like Social Studies or Biology, which are courses comprised of informational text. By providing opportunities and programs for the students to acquire ELA proficiency and make overall gains in ELA, it will help the students perform better in all subjects.

**Action Step**

<b>Description</b>	<p>(1) The ELA courses offered are both Honors and Regular and students' placement for all grade levels will be determined by the 2019 ELA FSA. Additionally, the MTSS approach will be implemented to further facilitate the intervention process. The data collected from the 2019 ELA FSA will help to identify the interventions needed to increase student achievement. The core ELA and Intensive Reading teacher will collaborate to plan and implement data-driven instruction.</p> <p>(2) There will be strategic data-driven instruction through mandatory Intensive Reading courses for students who earned a Level 1 or Level 2 (which comprise our lowest 25th percent of students and more) or have a learning disability or an ELL on the 2019 FSA ELA (Tier 2 students). The instruction will be supported by the National Geographic/Cengage EDGE curriculum. Close reading strategies will also be implemented in the Intensive Reading curriculum. Teachers will engage in on-going progress monitoring</p>
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that will be used to promote instructional decisions that follow the Multi-Tiered System of Support (MTSS) framework.

Voyager-Sopris 'REWARDS' will be utilized as a short-term intensive intervention for students who fall within the Tier III bracket. This reading program will assist non-fluent Level 1 and 2 students. This intensive instruction is in addition to the core ELA and Intensive Reading courses. Our block schedule allots 70-90 minutes per class period, which allows for students to be pulled out at least twice weekly from their elective courses to receive instruction in REWARDS.

(3) As we continue to monitor and track all students, and monitor the levels 1 and 2 students, there will be bi-weekly data chats facilitated by instructional coaches with ELA and Intensive Reading teachers to identify student performance trends, measure progress and determine strategies for teaching and learning. Additionally, teachers will take these findings back to their teams' CPST meetings and plan to have other discipline areas infuse one of the deficient standards into their lessons.

(4) Teachers will engage students in data chats to: define academic goals, track progress towards academic goal, evaluate outcomes of goal(s) set, revise or create new goals and celebrate success.

(5) Also after reviewing the data from the data chats, Intensive Reading teachers arrange reading groups in the classroom based on their levels. This will maximize Intensive Reading teachers' opportunity to execute daily rotations, according to students' levels, that meet the standards-based lesson objective. In the core ELA class, the teacher will also implement small group rotations to provide rigorous grade level instruction that meets students' needs. Students will then take the FSA to measure their level of mastery.

**Person  
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<b>#4</b>	
<b>Title</b>	Instruction and Progress Monitoring of English Language Learners
<b>Rationale</b>	As the years go by, ELLs are a vastly growing part of our population, however, they are a minority subgroup and can easily fall through the cracks. As evidenced by the data, we fell short in providing the best systems for this subgroup. In the school year 2017-2018, the learning gains for our ELL population on the ELA FSA administration was 40%, that is 40% of this subgroup made a gain from the previous year's administration of the FSA. The most recent ELA FSA administration, the 2018-2019 school year, the learning gains for ELLs plummeted to 8.3%. The overall proficiency in ELA for ELLs was 7.7% (which is equivalent to 1 student out of 15 that were assessed), 7.7% scored a level 2 (1 out of 15 students that were assessed) and 84.6% scored level 1 (about 13 students).
<b>State the measureable outcome the school plans to achieve</b>	By the 2020 FSA testing administration season, at least 80% of all of our ELLs will demonstrate learning gains on the ELA portion of the FSA.
<b>Person responsible for monitoring outcome</b>	Danielle Berlus (dberlus@championshipacademy.org)
<b>Evidence-based Strategy</b>	During the whole group components, teacher will incorporate research-based instructional activities into their daily lessons to differentiate instruction for all ELLs, as per the ESOL accommodation matrices. Students will receive longer, uninterrupted pull-out times, as each course block are now 90 minutes long, with their ESOL contact to get the necessary accommodations in smaller group settings to reach English language acquisition. Some of the small group initiatives will include vocabulary lessons that are necessary for all subjects. The school will implement an after-hours camp where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and understanding of pressing vocabulary.
<b>Rationale for Evidence-based Strategy</b>	Last school year, students were not pulled for small-group instruction by the ESOL coordinator as frequently as they should have due to the limited time students had in electives, which is the period they would typically be pulled from for interventions. This year the schedules of students do embed time for electives and non-core areas for the ESOL coordinator to pull students out for longer intervention times. Within these pull-out sessions, students will work on developing their comprehension of content area vocabulary, as well as organizing textual information in means for the ELLs to best understand the concepts and content being taught in their English-based assignments.
<b>Action Step</b>	
<b>Description</b>	(1) Students will be assessed by their ESOL teachers through ACCESS 2.0 to best determine their ESOL levels and their needs to reach English Language Acquisition. (2) Just as all the students at Championship Academy of Distinction High, ELLs will be placed in Intensive Reading courses. Through these courses, students will received instruction in English, but will also received strategies



through EDGE's ELL component, which will support any other deficits the students may be facing in their other subject areas. All teachers will incorporate research-based instructional activities into their daily lessons to differentiate instruction for all ELLs.

(3) In addition to the strategies offered in the core and intensive courses, students will be pulled out of their elective courses for at least 45-90 minutes two to three times weekly for additional intervention with their ESOL teacher to focus heavily on vocabulary strategies and utilize graphic organizers to best comprehend textual information.

(4) Students' performance will be monitored carefully to ensure that any evident deficiencies stem from a language barrier and not any possible learning disabilities. Teachers will utilize the WIDA can-do descriptors to measure students' understanding, as per their suggested levels. All of this information will be communicated to the ESOL teacher and the Administration team.

(5) In addition to all of the accommodations given, the school will implement an extended day opportunity through camps where academic vocabulary will be reinforced across all subject areas. Instruction will be differentiated to promote students' understanding and use of high-frequency vocabulary.

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<b>#5</b>	
<b>Title</b>	Students with an Early Warning Indicator of Scoring a Level 1 on a Statewide Assessment
<b>Rationale</b>	Poor attendance, school suspensions, course/ credit failure, and receiving a level 1 on a Statewide Assessment are all Early Warning Indicator signs for students to continue to fail academically. We have a sum of 35 students that have score a level 1 on a Statewide assessment. These students comprise about 45% of our student population, which means students with level 1s are exceed the margin of the lowest quartile of our students. As a school, we must address this by providing the necessary interventions to bridge this academic achievement gap, before it continues to grow and, unfortunately, lead to students dropping out.

<b>State the measurable outcome the school plans to achieve</b>	By the 2020 FSA administration, all students with a level 1 will improve at least one entire level than their previous testing year's score.
<b>Person responsible for monitoring outcome</b>	Henry Suckie (hsuckie@championshipacademy.org)
<b>Evidence-based Strategy</b>	Teachers will engage in on-going progress monitoring for these students that will be used to promote instructional decisions that follow the Multi-Tiered System of Support (MTSS) framework. All students that scored a level 1 and or 2 on the ELA FSA or Math FSA/ EOC will be placed on RTI tier 2 and monitored on a bi-weekly basis. Students with 1s and 2s will be enrolled in Intensive courses and will be tracked and discusses in the bi-weekly CPST meetings where the team of teachers will monitor and analyze students' performance with respect to the class averages. In addition to the intensive courses, after-school tutoring for test preparation will be offered to these students, as well as, Saturday review camps.
<b>Rationale for Evidence-based Strategy</b>	If students are closely monitored using the Multi-Tiered System of Support (MTSS) framework, we can make better prescriptive measures for that child by providing more intensive interventions, if the child is not improving, or we can continue with the same routine if the child is doing well with the current interventions. It is imperative that students scoring a level 1 or even a 2 are monitored, as they are not at the proficiency mark of a level 3, which is essential for passing that assessment for a graduation requirement (Algebra 1 EOC or 10th grade FSA ELA) or simply needing the score for the final component of a course grade.

<b>Action Step</b>	
<b>Description</b>	(1) The school systematically analyzes data by teacher and student performance and makes instructional decisions on an on-going basis. Given that all of these students within this area targeted have all failed a Statewide Assessment, they are more than likely enrolled in Regular-leveled courses, as well as Intensive Courses. (2) Through the intensive and core courses, they will be monitored closely, where teachers in each respective discipline will generate RTI graphs (Multi-Tiered System of Support (MTSS) framework) to reflect the intervention the

student is receiving for being on Tier 2. The CPST meetings, led by the Principal(s), will dictate how the team will proceed with reaching those student(s) individualized needs. Core Math teachers and Intensive Math Teachers will engage in common planning weekly to identify areas of deficiency to be addressed in the Intensive classes. Core ELA teachers and Intensive Reading Teachers will engage in common planning weekly to identify areas of deficiency to be addressed in the Intensive classes.

(3) If necessary, as in the students are not benefitting from tier 2 interventions, the Principals will have the students added to a focus list where the Principals will pull these students out and offer, group sizes, as small as, one on one, or, as large as one to three, to provide more direct, intensive instruction. Teachers will continue to monitor the students' progress through the Multi-Tiered System of Support (MTSS) framework.

(4) The school will host extended learning opportunities to provide an extension of learning activities from January to May in preparation for statewide assessments and November to December for EOC retakes. Additionally, the school will provide after-school tutoring opportunities for students who are unable to attend the Saturday tutoring. The extended learning opportunities will be facilitated by current employees who will receive a stipend for their commitment and participation.

(5) Students will have their hands on reaching their goals, by participating in data chats with their teachers to best understand the severity of passing the assessments necessary to graduate and to see how the interventions have been aiding them close the academic achievement gap.

**Person Responsible** Savitria Guthrie (charter5219@browardschools.com)

### **Additional Schoolwide Improvement Priorities** (optional)

#### **After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

##### Achievement for Student with Disabilities (SWD)

Students with learning disabilities were not an identified subgroup, as there are less than 10 students in the school that have a legal diagnosis for disabilities. However, this is not a group that should be left unaddressed. Of all of the students with disabilities (8 students) that have taken a Statewide assessment, none of them were able to demonstrate proficiency. It is rewarding to know that due to the motives to change the instructional program to accommodate more intensive courses, these students will received more bona fide instructional time to really hone on the skills that they have a hold on and introduce more skills necessary to be successful on their standardized assessments.

Action Plan: SWD will be included and integrated in all remedial activities for English Language Arts in addition to ESE services prescribed in the IEP to target IEP Goals and gap skills. Staff (primarily the ESE contact) working with SWD will be provided with the IEP's and accommodations for those receiving any form of remediation or enrichment. Progress monitoring will be clearly documented to use data to drive interventions.

##### Parent Engagement & Awareness

Parents often neglect the responsibilities of their students' progress, as the students are older and seen as more responsible for their own endeavors. Consequently, parents lose interest in their students' academic career. Keeping parents aware of the extensive testing that their students must take to meet the graduation requirements is extremely imperative.

Once every two months, we intend to have a parent night where we go over student data, on a larger scale, and explain to parents how they can assist at home to help their students be successful academically and on track for graduation.

Having more parental engagement keeps the parents well-informed of their students' progress and different initiatives that are offered for their students' achievements. Parent-centered events for test preparation, college fairs, or even cultural fairs help to build a stronger family-like atmosphere in the school house and help with parental involvement in their students' lives.

Action Plan: Find areas that parents should be informed about by sending out a parental survey. Plan events to entice parents to come out, as per the surveys. Hook the parents based on the initial premise of the event and provide them with information that is imperative to their students' academic development. Give parents some accountability for coming out to the different family events. The parents will support our school's movement to best educate their children based on the rapport that will be made from the interactions.

#### Professional Development for Teachers

Most of the teachers on our team, serving our students, are relatively younger; 4 out of 7 are all first or second year teachers. It is imperative we provide them with Professional Development trainings to help them best dissect the standards and curriculum, plan with rigor, assess their students, and make prescriptive decisions based on their data. As evidenced by the returning teachers' Evaluations, tool from the Charter School Consortium, they scored in the range of "effective" or "needs improvement", our teachers will benefit from these PDs.

Action Plan: In addition to providing PDs based upon our observations, teachers will be mandated to participate in PLC meetings where teachers will review student data and discuss best practices to meet the needs of our students. We will also have each teacher complete a Profession Learning Plan and, we, the administrative team will provide them with the necessary coaching or PDs, as seen necessary. By the end of the year teachers will increase to another whole bracket: effective to highly effective, or needs improvement to effective, after they have received the trainings and implemented what they have learned into the classroom. Teachers will fill out their PLPs to express interest in areas they need to develop professionally, as it pertains to education. The administrators will use this information along with informal evaluations to provide coaching opportunities for the teachers and monitor their PLP as they continue doing more observations. Teachers will use PLPs as a way to express their areas they would like help in most and it will keep teachers accountable, as they know where their own weaknesses are. When the administrator does their final, formal observation, they will look for the areas that the teacher wanted to improve most on.