Broward County Public Schools

Excelsior Charter Of Broward

2019-20 School Improvement Plan

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Excelsior Charter Of Broward

2099 W. PROSPECT RD, Tamarac, FL 33309

excelsiorcharter.com

Demographics

Principal: Janett Codling

Start Date for this Principal: 7/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2018-19 ESSA Subgroups Represented (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
School Grade	2018-19: D
School Grades History	2017-18: D 2016-17: C 2015-16: B 2014-15: A 2013-14: D
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[Diane Leinenbach](#)
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	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

The mission of Excelsior Charter of Broward is to support the improvement of student achievement by implementing best practices, innovative systematic initiatives and disseminating resources that enhance curriculum and Instruction. Additionally, the mission of Excelsior is to foster pride in academic achievements while developing our students' artistic abilities. The school will promote and demonstrate the essential role of the arts in enabling that every student is successful.

Provide the school's vision statement

Idealistically talking, we would like to empower and enlighten the teachers to become resource facilitators, capable of leading learners to enjoy the ecstasy of discovery In order to conquer educational possibilities and achieve level of understanding above imagination

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
Baez, Raul	Other	Provide leadership support, guidance and help the school organize a realistic, effective and data driven plan in order to achieve the school vision.
Phillis, Amanda	Administrative Support	The instructional coach will work as a colleague with classroom teachers to support student learning. The instructional coach will focus on individual and group professional development that will expand the understanding about research based effective instruction. The coach will provide personalized support that is based on the goals and identified needs of individual teachers.
Brown, Alicia	Principal	The role of the principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Darbouze, Jihann	Other	The ESOL coordinator will complete ESOL Program Curriculum & Compliance Training and other required professional development, such as IDEA Proficiency Test (IPT) Training. In addition, she will coordinate and/or administer initial placement and progress monitoring assessments. The ESOL coordinator will attend all ESOL Contact meetings and disseminate information and correspondence received from the ESOL Department regarding ESOL Program Curriculum and Compliance to appropriate personnel. She will also coordinate and convene the ELL Committee as needed and send notification to invite parents and other appropriate personnel. The ESOL coordinator will complete, maintain, and update the English Language Learner Student Education Plan (ELLSEP) with all appropriate supporting documentation, and collaborate with designated staff to complete and document the programmatic assessment and academic placement information in each ELLSEP. The ESOL coordinator will collaborate with the Information Management Technician (IMT) to ensure correlation between ELLSEP folder and TERMS. The ESOL coordinator will follow federal, state and School Board policies and regulations regarding ELLs and the ESOL Program. The ESOL coordinator will adapt curriculum to provide individual, small group, and/or remedial instruction as to meet the needs of individual students and subgroups of students.
Smith-Eyma, Karen	Teacher, ESE	The main role of the special education teacher is to provide instruction and support which facilitates the participation of students with disabilities in the regular classroom.

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	28	42	41	27	35	15	0	0	0	0	0	0	0	188
Attendance below 90 percent	8	16	6	7	8	2	0	0	0	0	0	0	0	47
One or more suspensions	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	4	3	2	5	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	10	13	6	0	0	0	0	0	0	0	29

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	2	5	4	5	0	0	0	0	0	0	0	16

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	4	3	2	5	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
10

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	14	8	4	7	9	0	0	0	0	0	0	0	0	42
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	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	16	0	0	0	0	0	0	0	0	17

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	1	0	0	1	5	0	0	0	0	0	0	0	0	7

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	61%	59%	57%	60%	56%	56%
ELA Learning Gains	41%	60%	58%	29%	57%	55%
ELA Lowest 25th Percentile	9%	54%	53%	0%	51%	48%
Math Achievement	50%	65%	63%	69%	62%	62%
Math Learning Gains	26%	66%	62%	37%	60%	59%
Math Lowest 25th Percentile	0%	53%	51%	0%	47%	47%
Science Achievement	54%	46%	53%	0%	49%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	28 (0)	42 (0)	41 (0)	27 (0)	35 (0)	15 (0)	188 (0)
Attendance below 90 percent	8 ()	16 ()	6 ()	7 ()	8 ()	2 ()	47 (0)
One or more suspensions	1 ()	0 ()	0 ()	1 ()	0 ()	0 ()	2 (0)
Course failure in ELA or Math	0 ()	0 ()	4 ()	3 ()	2 ()	5 ()	14 (0)
Level 1 on statewide assessment	0 ()	0 ()	0 ()	10 ()	13 ()	6 ()	29 (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.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	68%	60%	8%	58%	10%
	2018	79%	59%	20%	57%	22%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	60%	62%	-2%	58%	2%
	2018	41%	58%	-17%	56%	-15%
Same Grade Comparison		19%				
Cohort Comparison		-19%				
05	2019	54%	59%	-5%	56%	-2%
	2018					
Cohort Comparison		13%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	48%	65%	-17%	62%	-14%
	2018	91%	63%	28%	62%	29%
Same Grade Comparison		-43%				
Cohort Comparison						
04	2019	44%	67%	-23%	64%	-20%
	2018	48%	63%	-15%	62%	-14%
Same Grade Comparison		-4%				
Cohort Comparison		-47%				
05	2019	62%	64%	-2%	60%	2%
	2018					
Cohort Comparison		14%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	54%	49%	5%	53%	1%
	2018					
Cohort Comparison						

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	44			38							
BLK	50	33		39	21						
HSP	74	59		67	41						
FRL	57	36	10	44	21		40				

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
ELL	57	40		57	20						
BLK	56	25		58	25						
HSP	66	33		75	43						
FRL	54	20		65	40						

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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	291
Total Components for the Federal Index	8
Percent Tested	100%

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

English Language Learners

Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
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

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
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

Native American Students	
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

Pacific Islander Students	
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

White Students	
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES

Economically Disadvantaged Students	
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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

The data component that showed the lowest performance was 0% in the area of Math lowest 25th percentile. The contributing factors were:

(1) Lack of progress monitoring:
Lack of progress monitoring stemmed from the beginning of the 2018-2019 school year, with a disconnect among data collection, data analysis, and follow-up. At the beginning of the year, data collection was not congruent with the established school plan. Teachers did not track comparative student data periodically, the SIP was not analyzed, reviewed or discussed with the faculty; therefore, there was a lack of collaboration because teachers were disconnected with data and the School Improvement Plan.

(2) Effective instructional strategies implemented in lesson plans:
Lesson plan evaluation was not conducted to provide effective learning strategies to be implemented in the classroom. The reason was due to a lack of lesson plan was not analyzed periodically; therefore, the teachers did not receive feedback or support with instructional focus and strategies to address student needs.

(3) Deficiencies in access to professional development for teachers:
Teachers did not receive adequate professional development in areas of academic instruction, data analysis, use of technology for instruction, and progress monitoring. Professional development lacked in the area of addressing the mission of Excelsior Charter of Broward which is to support the improvement of student achievement by implementing best practices, innovative systematic initiatives and disseminating resources that enhance curriculum and instruction. The mission is to foster pride in academic achievements while developing our student's artistic abilities. School will follow-up with PD.

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

The data component which showed the greatest decline from the prior school year was in Mathematics. The factors that contributed to this decline, based on 2018-2019 school trend data, were due to lack of professional development preparation for teachers to effectively plan instruction for students with math deficits, progress monitoring of student performance over a span of time to determine learning gains or regressions, lack of school-wide behavior plan to minimize behavioral interruptions during the instructional day, all of which contributed to the 0 percentage of learning gains evident in the Math achievement of the lowest 25th percentile. There was a 19% decline overall from the prior 2017-2018 school year in the area of mathematics. In addition, there were

concentrated behavioral issues which impacted the educational focus of students in certain classes.

The lack of professional development and fidelity of implementation with research-based practices in mathematics, contributed to the gaps in identification of learning areas to address through student performance. According to research related to professional development and impact on student achievement, "First, the intervention itself should be workable, and some are not supported by theory or scientific action. Second, the program needs to be fully implemented if you want to see any effects, and in many cases, fidelity is a real challenge," said Kwang S. Yoon, an analyst at the Washington-based American Institutes of Research who studies in-service training. "And the third is the intervention research itself..." (Proof Lacking on Success of Staff Development, by Stephen Sawchuk, November 2010)

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

The data component which had the greatest gap when compared with state average is in the lowest 25th percentile of the FSA tested grades 3, 4, and 5 in mathematics. With the lowest 25th percentile of the FSA tested grades 3, 4, and 5, there was a 0% gain. Factors contributing to this gap, were the following:

(a) Lack of sufficient data analysis, need for more small group instructions, differentiated instructions, more hands-on learning experiences, more practice on Florida State Standards, more support facilitation for the English Language Learners and our Exceptional Student Education students, and need for more small group instruction in general education classrooms. With identification of ELL learners and ESE students, support facilitation can be addressed.

(b) Differentiated Instruction was a instructional strategy that was lacking in planning, preparation, and delivery in the general education classrooms. According to research-based practices, "addressing student differences and interest appears to enhance their motivation to learn while encouraging them to remain committed and stay positive (Stronge, 2004; Tomlinson, 2004b). Ignoring these fundamental differences may result in some students falling behind, losing motivation and failing to succeed (Tomlinson and Kalbfleisch, 1998). Students who may be advanced and motivated may become lost as the teacher strives to finish as much of the curriculum as possible (Tomlinson and Kalbfleisch, 1998). It would further appear that students learn effectively when tasks are moderately challenging, neither too simple nor too complex (Tomlinson, 2004b)" (International Education Journal, 2006, 7(7), 935-947. ISSN 1443-1475 © 2006 Shannon Research Press).

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

The area of our data showing the most improvement was in the content area of English Language Arts, which yielded a 41% gain. A few things accounted for this 41-percentage gain:

(a)We implemented the use of Achieve3000, which is a research-based and proven to contribute to reading achievement in students from grades 2-12. According to the Web Page, Evidence for ESSA, the Center for Research and Reform in Education, Johns Hopkins University (2019), "a study involving suburban and urban districts across the U.S. compared students who used Achieve3000 and those who did not. The study found significant positive effects for the combined sample of sixth graders (effect size =+0.22) and ninth graders (effect size = +0.44) for a weighted average of +0.29 on Total Reading

Scores. This qualifies Achieve3000 for the ESSA "Strong" category. Achieve3000 offers digital, supplemental literacy programs and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills."

(b)Direct instruction in writing structure required lesson planning aligned to the Florida State Writing Standards which address: text types and purposes; production and distribution of writing; and research to build and present knowledge. A variety of articles based on realistic content were utilized in classrooms to engage students in writing responses to text-dependent questions.

(c) Provided an opportunity to students for extended instructional support through our Spring Writing Camp, which lasted for a six week period.

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

There are two potential areas of concern:(a)According to the Early Warning Systems data from Part 1,a potential area of concern was student attendance.There was a 22-percentage rate of student attendance below 90 percent.Which means, out of a student population of 180 students, about 40 students had a chronic tardy or absence issue, which disrupted their academic routine and continuity of learning.

(b)Also, using the Early Warning Systems data, students achieving a Level 1 on the Spring FSA 2019, was an area of concern.Out of 74 total students tested in grades three to five,29 students earned a Level 1 on the Spring FSA 2019,which means an equivalent of 39% of the testing population performed well below proficiency, whereby proficiency level is measured by a level 3 or higher.In the current 2019-2020 school, so far there are only six students total in from the fourth and fifth grades, who have remained at Excelsior Charter, and are identified as having achieved a Level 1 on the Spring FSA 2019.

(c)With respect to retainess, of the total student body in 2019-2020, there are 11 students from levels Kindergarten,First,Second,Third,and Fourth grades who are identified as retained students. From this list of eleven students, there are four students who received a Good Cause Promotion. This data was complied from BASIS 3.0. In Kindergarten there is one retainee, in grade one, there are 2 retainees, in grade two, there are 4 retainess, in grade three, there 2 retainees, and lastly, in grade four, there are two retainees.

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

Excelsior Charter of Broward's highest priorities for schoolwide improvement in the upcoming 2019-2020 school year, are based on the school data trends from the Spring FSA 2019 are the following:

1. School-wide attendance monitoring and school-wide incentives to promote attendance:
(a) School will pull reports from Pinnacle and or teacher record book on a bi-weekly basis to determine attendance trends and make attempts to contact parent(s) or guardian(s) by phone, electronic communication, and or letter, to ensure families are notified of the school's awareness of the absence or tardiness of their child.

(b) Administration will educate and conference with parents on the importance of consistent school attendance through means of print, phone call, and or meetings. School hours will be reiterated to parents, guardians, and students, to ensure all parties are aware of the school's attendance policy. Instructional hours are from 8:00 am to 2:30 pm, Monday through Friday, with the exception of early release days, when dismissal is scheduled at 12:30 pm.
(c) Teachers will create an incentive program for in-class recognition for best student attendance, that will be age and grade level appropriate. Incentives can be cost-effective, such as serving in student leadership roles (e.x., line leader, door holder, and so on), positive communication home with student, and earn Class Dojo points.
(c) School will announce one class a month for overall best attendance and that class will receive special acknowledgement.

2. Increase Math achievement and math learning gains:
(a) School will identify students who scored a Level 1 on Spring FSA 2019 and progress monitor for learning gains. According to our student database for 2019-2020, BASIS 3.0, there are 13 students in total from grades four and five, who scored a Level 1 on the Spring FSA 2019, which require progress monitoring for academic progression and proficiency acquisition of the Florida Standards for Mathematics. These students need targeted instruction to master standards or gain proficiency in the standards they are lacking academic strength.
(b) School will identify students who scored a Level 2 on Spring FSA 2019 and progress monitor for learning gains. According to our student database for 2019-2020, BASIS 3.0, there are 15 students in total from grades four and five, who scored a Level 2 on the Spring FSA 2019, which require progress monitoring for academic progression and proficiency acquisition of the Florida Standards for Mathematics. These students are closer to the proficiency mark of a Level 3 and need targeted instruction to master standards or gain proficiency in the standards they are lacking academic strength.
(c) School will identify students who scored proficiency at a Level 3 or higher and progress monitor for learning gains; (d) Excelsior will implement the research-based Project M.I.N.D. new math instructional strategies; and lastly, (e) provide access to teachers for professional development opportunities. The research-based Project M.I.N.D. program was created by "Dr. Hui Fang Huang "Angie " Su in 1988 to help academically at-risk students improve their ability to solve math problems. Targeting Pre-K through 12th grade students, Project MIND is designed to complement and enhance the core curriculum being used through the incorporation of innovative teaching strategies. In Project MIND, students interact with one another, apply mathematics to real-world problems, and are taught simple strategies to solve complex problems. Project MIND emphasizes the use of games, story telling, and strategic methods based on logic and intuition, making learning fun and exciting."
(http://www.projectmindmathisnotdifficult.com/overview.htm, Dr. Hui Fang Huang "Angie" Su, 2019)

3. Increase ELA achievement and reading learning gains: (a) School will identify students who scored a Level 1 on Spring FSA 2019 and progress monitor with iReady and Benchmark Assessment System (BAS) for learning gains; (b) School will identify students who scored a Level 2 on Spring FSA 2019 and progress monitor iReady and Benchmark Assessment System (BAS) for learning gains; (c) School will identify students who scored proficiency at a Level 3 or higher and progress monitor iReady and Benchmark Assessment System (BAS) for learning gains; and lastly, (e) provide access to teachers for professional development opportunities.

4. Teacher Development: (a) Access to "Learning Lab" and professional development

calendars distributed by Broward County Public Schools; and (b) Instructional Coach/ Assistant Principal will assign training to teachers based on observations and walkthroughs.

5. Parent and Community Engagement: (a) Increase student attendance rate; (b) Increase parent awareness of Florida State Standards and the impact of the Florida Standards Assessment 2020 on their student's academic career; and (c) Increase parent participation through the mandatory twenty volunteer hours, required by the Charter.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Lowest 25%
Rationale	This Area of Focus was identified as a critical need from the 2018-2019 FSA data reviewed and the data showed that our school made 0% Math learning gains over the last 2 years. By targeting the bottom 25% percentile we will decrease our number of students performing at a level 1 in Math. In addition to the FSA data, the i-Ready diagnostic results reported 43% of the student population were identified as being Tier 2 and Tier 3. Students in grade 3 showed 10% of the population were two years or more below their grade level. Grade 4 showed 6% of the population, and grade 5 showed 20%. Project MIND is research based. In Project MIND, students interact with one another, apply mathematics to real-world problems, and are taught simple strategies to solve complex problems. Project MIND emphasizes the use of games and strategic methods based on logic and intuition.
State the measureable outcome the school plans to achieve	By the end of 2019-2020 school year, the desired measurable outcome in Math, will be to increase the school's math learning gains from 0% to 25%. Using new research-based instructional strategies from Project M.I.N.D. Teachers will complete a three-day training on research-based math instructional strategies. During this training teachers will also improve their own math proficiency. Implement i-Ready as a progress monitoring tool for all grade levels from K-5. The growth monitoring will be turned on for students who are identified as needing a progress monitoring plan. The administration team will oversee collection of data and monitor student progress. Project MIND is research based. In Project MIND, students interact with one another, apply mathematics to real-world problems, and are taught simple strategies to solve complex problems. Project MIND emphasizes the use of games and strategic methods based on logic and intuition.Project MIND emphasizes the use of games and strategic methods.
Person responsible for monitoring outcome	Amanda Phillis (aphillips@excelsiorcharter.com)
Evidence-based Strategy	Excelsior will utilize Broward Schools Progress Monitoring Criteria, to identify students who need to placed on Progress Monitoring Plan (PMP), utilizing the Growth Monitoring reports on iReady, instructional coach will meet with grade level teams monthly to analyze student performance, progress monitoring data will be tracked in the data room. In Project MIND, students interact with one another, apply mathematics to real-world problems, and are taught simple strategies to solve complex problems. Project MIND emphasizes the use of games and strategic methods based on logic and intuition.Project MIND emphasizes the use of hands-on meaningful learning experiences. Project Mind utilizes a multi-faceted evaluation system to measure formative and summative advancement. Approved state standardized tests are used to measure baseline and subsequent data. Students are also evaluated through portfolio assessment, teacher observations, criterion-referenced tests, and self-assessment. In addition, a Student Math Attitude Questionnaire is administered as a pre assessment and post assessment.

Rationale for Evidence-based Strategy	According to the school 2019 FSA data, we were 50% proficient in Math, therefore, by targeting this group we should be able to improve the overall proficiency of our students. In addition the i-ready data showed that only 52% of our kindergarten students were performing at grade level, First grade 48%, Second Grade 63%, third grade 56%, fourth grade 67%, fifth grade 53%. According to the i-ready data only 57% of the student population was performing on grade level. When this group is targeted, the learning gap of all the students will be closed thus impacting the students who need enrichment as well as the students who need intensive work, which include the ESE and ELL students. ESE and ELL students will also receive strategies that will be listed in weekly lesson plans. An initial objective for student achievement was a 3% gain; however, the actual gains ranged between 48%-52%.

Action Step

Description	Teachers will provide explicit teaching, modeling, and guided practice of grade level mathematical standards using research-based strategies for problem solving. Teachers will also facilitate student participation in meaning math discourse to enhance critical thinking and comprehension. Teachers will register and participate in learning opportunities provided by Broward Schools and or at the school site which target instructional design from the Florida State Standards, and apply that knowledge in lesson planning in grades Kindergarten, First, Second, Third, Fourth, and Fifth. Professional development opportunities for instructional staff will be through Learning Across Broward.
	ESOL – Through the school year, ELL students who did not expand proficiency on the 2019 ACCESS 2.0 will receive additional small group instruction for a minimum of two sessions per week, for a duration of 30 minutes per session to address listening, speaking, reading, and or writing as needed. Academic language for students will be an integral component of these small group activities. Via explicit instruction and vocabulary and early reading strategies/skills giving examples and non-examples, using cognates to support oral language acquisition. In addition, peer supported learning will be promoted to help students practice oral language during academic lessons to encourage English language development.
	ESE- Throughout the 2019-2020 school year, students with disabilities will be included and integrated in all remedial activities for math in addition to ESE services prescribed in the IEP to target IEP goals and gap skills. Staff working with students with disabilities will have access to IEPs and accommodations will be provided.
	By September 2019, the Collaborative Problem Solving Team will use the GO Math Prerequisite test to identify students who need be placed on a Progress Monitoring Plan. Criteria for student identification will be based on Broward Schools Progress Monitoring Criteria. The CPS Team will instruct and coach teachers on research-based strategies to apply through instructional delivery. By September 2019, the Collaborative Problem Solving Team will use the iReady Diagnostics to identify students who are two years or more below their current grade level. These students will be placed on Tier 3 interventions and monitored for progress. The CPS Team will instruct and coach teachers on research-based strategies to apply through instructional delivery.
	Design an instructional program for each tiered group. Instructional Coaching will be provided to teachers how to use the data to create quality instruction

for each tiered group. This will be done through small guided groups, centers, and pull-outs. By October 2019, the Collaborative Problem Solving Team along with teachers will create a plan for Tier 2 interventions using the knowledge attained by District training (through Venture Design), on Multi-Tiered Systems of Support.
By May 2020, teachers will have collected monthly data on student progress through GO Math assessments and iReady growth monitoring. Student data will be collected on a monthly basis and teachers will meet with the Collaborative Problem Solving Team to chart their data on a school-wide data tracker. Based on student results, instructional strategies will be changed or modified to meet the needs of the learners.

Person Responsible   Amanda Phillis (aphillips@excelsiorcharter.com)

#2	
Title	Math Achievement
Rationale	According to the school 2019 FSA data, we were 50% proficient in Math, therefore, by targeting this group we should be able to improve the overall proficiency of our students.In addition the i-ready data showed that only 52% of our kindergarden students were performing at grade level, First grade 48%, Second Grade 63%, third grade 56%, fourth grade 67%, fifth grade 53%.According to the i-ready data only 57% of the student poppulation was performing on grade level. When this group is targeted, the learning gap of all the students will be closed thus impacting the students who need enrichment as well as the students who need intensive work, which include the ESE and ELL students. ESE and ELL students will also recived stratgies that will be listed in weekly lesson plans.

State the measureable outcome the school plans to achieve	By the end of 2019-2020 school year, the desired measurable outcome in Math, will be to increase the school's math learning gains from 0% to 25%. Using new research-based instructional strategies from Project M.I.N.D. Teachers will complete a three day training on research based math instructional strategies.During this training teachers will also improve their own math proficiency. Implement iReady as a progress monitoring tool for all grade levels from K-5. The growth monitoring will be turned on for students who are identified as needing a progress monitoring plan. The administration team will oversee collection of data and monitor student progress on a montly basis.
Person responsible for monitoring outcome	Amanda Phillis (aphillips@excelsiorcharter.com)
Evidence-based Strategy	Progress monitoring with Student Portfolio. Teachers are required to have a progress montioring folder for each idenitfed student that needs a pmp. Teachers will condcut data chats with their students and have students be a part of the data collection. The contents in student's portfolio will be linked to curriculum standards. Curriculum Based Measurement research identifies Progress Monitoring as a high yield strategy. Excelsior will utilize Broward Schools Progress Monitoring Criteria, to identify students who need to placed on Progress Monitoring Plan (PMP), utilizing the Growth Monitoring reports on iReady, instructional coach will meet with grade level teams monthly to analyze student performance, progress monitoring data will be tracked in the data room.
Rationale for Evidence-based Strategy	According to C.B.M. research, Progress Monitoring and Portfolio are highly effective strategies to monitor growth. The rationale for selecting Progress Monitoring is based on research-based is an assessment technique how and when to address curriculum so that students meet benchmark goals by the end of the year. This research shows that progress monitoring is an effective way to set and meet academic goals. Progress monitoring, based on research, also helps to identify students who are at risk for academic failure, design a stronger instructional program, and increases student achievement. In Robert Marzano book, "The Art and Science of Teaching," his research shows a 32 percentile point gain in achievement when students track their own progress.Having students track their data will change their mindset. This

makes them an active member of the data process and make them aware of their goals.

Action Step	
Description	By September 2019, teachers will identify student math achievement using the Florida Standardized Assessment Spring 2019 data. Students who scored a Level 1 or 2 will be received Tier 2 or Tier 3 intervention. Tier 2 teachers will use diagnostic and ongoing assessments to provide small group and individual instruction. Remedial sessions will be provided at least three times weekly for a minimum of 20 minutes. For students who need Tier 3 intervention, individual math goals will be identified for students. Students will conference with the classroom teacher as needed to discuss progress and determine next steps. Individual conferencing techniques to promote students' understanding and application of math standards. By the end of September 2019, teachers will use the Go Math prerequisite checklist to identify standards that need to be retaught from previous year. The checklist will give teachers a greater understanding of their students' strengths and needs from previous years. Teachers will use the Excel sheet to plan beginning of the year math small groups and differentiated instruction. Throughout the 2019-2020 school year, teachers will meet with Collaborative Problem-Solving Team monthly to evaluate data trends and make instructional decisions based on data. In the monthly meetings, Go Math chapter tests and i-Ready progress monitoring growth reports will be used to plan instructional goals. Throughout the 2019-2020 school year, Administration will meet with teachers to review student performance, lesson plans, and give support for research-based instruction. Teachers were given a 3-day training on research-based strategy Project M.I.N.D to strengthen students' mental math skills. Administration will be monitoring the collection of data and data analysis on a monthly basis. Teachers will implement recommendation from coach and the data will be re-valuated for successful implementation. . Teachers will prepare data from formal and informal assessments to guide conferences. Recommendations for additional support and documentation will be provided to ensure adequate monitoring and progress of students. ESOL – Through the school year, ELL students who did not expand proficiency on the 2019 ACCESS 2.0 will receive additional small group instruction for a minimum of two sessions per week, for a duration of 30 minutes per session to address listening, speaking, reading, and or writing as needed. Academic language for students will be an integral component of these small group activities. Via explicit instruction and vocabulary and early reading strategies/skills giving examples and non-examples, using cognates to support oral language acquisition. In addition, peer supported learning will be promoted to help students practice oral language during academic lessons to encourage English language development.Teachers will incorporate research-based strategies as a component of the ongoing math instruction. These strategies will be documented in a weekly lesson plan and updated as necessary. ESE- Throughout the 2019-2020 school year, students with disabilities will be included and integrated in all remedial activities for math in addition to ESE

services prescribed in the IEP to target IEP goals and gap skills. Staff working with students with disabilities will have access to IEPs and accommodations will be provided.

Person Responsible   Amanda Phillis (aphillips@excelsiorcharter.com)

#3	
Title	ELA Lowest 25%
Rationale	According to our school's Spring FSA 2019 data only 9% of our students who fell into the lower 25% percentile made gains. Also, I-Ready end of year ELA diagnostic data showed that 27% of the student population was performing at one grade level below. 10% of the student population was performing two or more grade levels below. Focusing on this group of students will decrease the number of students performing at level one in ELA. Included in this group are students identified as ESOL and ESE. These students will receive additional strategies and support that will be documented weekly in the lesson plan. Increasing the number of English Language Proficiency will improve the schools' overall scores on FSA ELA. By targeting the number of SWD, will increase the proficiency of SWD will improve the school's overall scores on FSA/ELA/Math.
State the measureable outcome the school plans to achieve	By the end of 2019-2020 school year, we will increase our lowest 25% percentile from 9% to 19% gains in ELA. Students will demonstrate growth in ELA by giving feedback on assignments. By the end of 2019-2020 school year, we will increase our lowest 25% percentile from 9% to 19% gains in ELA. To achieve this goal we will use data-driven instruction. Teachers will monitor learners' progress by tracking the data bi-weekly. We will also foster instructional coaching for new teachers. Teachers will be assigned to mentoring teachers to receive support. The use of progress monitoring tools will encourage learners to continue to improve. •To increase iReady score in both reading and Mathematics in comparison to diagnostic data as recorded at the beginning of the school year. This will be demonstrated by an increase in scores as evidence through monthly assessments. •Students will demonstrate growth in ELA by giving feedback on assignments. Students will use Math and English notebooks to describe their progress, challenges, and give feedback on how to improve. •Administration will conduct bi-weekly data chats with teachers to ensure that students are on track towards achieve their goals in ELA. Teachers will discuss current and new strategies that are working, and how they can be supported. •Walk throughs and observations will be conducted randomly to assist with student growth and achievement. Schoolwide incentives will be offer grade levels who achieve their ELA progress goals in comprehension and writing. •Teachers will display students' progress in reading. Grade levels will be encouraged to increase their reading and rewarded by the highest number of books completed by the class.
Person responsible for monitoring outcome	Alicia Brown (abrown@excelsiorcharter.com)
Evidence-based Strategy	Excelsior will utilize Broward Schools Progress Monitoring Criteria,to identify students who need to placed on Progress Monitoring Plan (PMP),utilizing the Growth Monitoring reports on iReady,using the Fountas and Pinnell Benchmark Assessment System, assistant principal will meet with grade level teams monthly to analyze student performance,and progress monitoring data will be tracked in the data room.Students will demonstrate growth in

ELA by giving feedback on assignments.Students will use Math and English notebooks to describe their progress,challenges,and give feedback on how to improve.Administration will conduct bi-weekly data chats with teachers to ensure that students are on track towards achieve their goals in ELA.Teachers will discuss current and new strategies that are working, and how they can be supported.Walk throughs and observations will be conducted randomly to assist with student growth and achievement.Schoolwide incentives will be offer grade levels who achieve their ELA progress goals in comprehension and writing.Teachers will display students' progress in reading.Grade levels will be encouraged to increase their reading and rewarded by the highest number of books completed by the class.

Rationale for Evidence-based Strategy	The rationale for selecting Progress Monitoring is based on research-based is an assessment technique how and when to address curriculum so that students meet benchmark goals by the end of the year. This research shows that progress monitoring is an effective way to set and meet academic goals. According to the National Center on Student Progress Monitoring, Progress monitoring has the following benefits; students learn more quickly because they are receiving more appropriate instruction and teachers make more informed instructional choices. Progress monitoring, based on research, also helps to identify students who are at risk for academic failure, design a stronger instructional program, and increases student achievement. By identifying reading levels using the using the Fountas and Pinnell Benchmark Assessment System, teachers will be able to plan effective lessons to close learning gaps. Teachers will use the Fountas & Pinnell Continuum inorder to plan effective small group goals and lessons.

Action Step

Description	Throughout the 2019-2020 school year, all students will receive a minimum of 90 minutes comprehensive core literacy instruction each day through research-based Houghton Mifflin Harcourt Journeys reading materials. Comprehensive core instruction will include explicit teaching and modeling for whole group lessons as well as differentiated small group, independent sessions, and literacy centers. Oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension, both literary and informational are components of reading that will be explicitly and systematically addressed as needed throughout the literacy block.
	By September 2019, teachers will identify student ELA achievement using the Florida Standardized Assessment Spring 2019 data. Students who scored a Level 1 or 2 will be received Tier 2 or Tier 3 intervention. Tier 2 teachers will use diagnostic and ongoing assessments to provide small group and individual instruction. Remedial sessions will be provided at least three times weekly for a minimum of 20 minutes. For students who need Tier 3 intervention, individual ELA goals will be identified for students. Students will conference with the classroom teacher as needed to discuss progress and determine next steps. Individual conferencing techniques to promote students' understanding and application of ELA standards.
	By September 2019, K-3 teachers will use the benchmark assessment system to identify students who need to be placed on a progress monitoring plan. In addition, 2nd to 3rd grade teachers will also use Broward County primary district testing scores to help identify students who need to be placed on a

progress monitoring plan. Teachers will utilize data from the Fountas and Pinnell benchmark assessment system for all students in grades K-3 and for targeted students in grades 4-5 to implement a balanced literacy program to include interactive read alouds, guided reading for small group instruction. All teachers will also implement standards-based literacy instruction that will include explicit teaching modeling and monitoring.

Throughout the 2019-2020 school year Tier 1 plan, all students will receive instruction that supports a balanced literacy program. Students will engage in the whole group, small group and independent literacy lessons to explicitly teach, model and monitor student literacy goals. Students will also receive grade level literacy instruction that is aligned to the Florida Standards.

Throughout the 2019-2020 school year Tier 2 plan, students will receive additional small group instruction to reteach and remediate reading skills and strategies. Teachers will utilize student performance data on formal and informal assessments to determine the focus of additional sessions.

In addition to Tier 1 and Tier 2 support, students at the Tier 3 level will receive individual small group instruction using a research based program to address critical areas in need. The primary resource will be Journey Reading Toolkit and i-Ready progress monitoring tool. Students will also be receiving 1 to 3 small group instruction daily.
The teachers will have access to professional development opportunities to strengthen their ELA blocks. This will help guide teachers to develop a stronger Balanced Literacy Approach in their classroom. Teachers will be required to implement these strategies in their daily practice and will be documented through, teacher observations and in teacher lesson plans.

| **Person Responsible** | Alicia Brown (abrown@excelsiorcharter.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)

School will provide training and support for teacher growth leading to improve students' academic performance. The system will provide coaching and mentoring, allowing interaction among staff and peers.Excelsior Charter of Broward's highest priorities for schoolwide improvement in the upcoming 2019-2020 school year, are based on the school data trends from the Spring FSA 2019 are the following:

1.School-wide attendance monitoring and school-wide incentives to promote attendance:
(a)School will pull reports from Pinnacle and or teacher record book on a bi-weekly basis to determine attendance trends and make attempts to contact parent(s) or guardian(s) by phone, electronic communication, and or letter, to ensure families are notified of the school's awareness of the absence or tardiness of their child.
(b)Administration will educate and conference with parents on the importance of consistent school attendance through means of print, phone call, and or meetings. School hours will be reiterated to parents, guardians, and students, to ensure all parties are aware of the school's attendance policy. Instructional hours are from 8:00 am to 2:30 pm,Monday through Friday, with the exception of early release days, when dismissal is scheduled at

12:30 pm.
(c)Teachers will create an incentive program for in-class recognition for best student attendance,that will be age and grade level appropriate. Incentives can be cost-effective, such as serving in student leadership roles (e.x., line leader,door holder, and so on), positive communication home with student, and earn Class Dojo points.
(c)School will announce one class a month for overall best attendance and that class will receive special acknowledgement.

2. Increase Math achievement and math learning gains:
(a)School will identify students who scored a Level 1 on Spring FSA 2019 and progress monitor for learning gains.According to our student database for 2019-2020, BASIS 3.0, there are 13 students in total from grades four and five, who scored a Level 1 on the Spring FSA 2019, which require progress monitoring for academic progression and proficiency acquisition of the Florida Standards for Mathematics. These students need targeted instruction to master standards or gain proficiency in the standards they are lacking academic strength.
(b)School will identify students who scored a Level 2 on Spring FSA 2019 and progress monitor for learning gains.According to our student database for 2019-2020, BASIS 3.0, there are 15 students in total from grades four and five, who scored a Level 2 on the Spring FSA 2019, which require progress monitoring for academic progression and proficiency acquisition of the Florida Standards for Mathematics.These students are closer to the proficiency mark of a Level 3 and need targeted instruction to master standards or gain proficiency in the standards they are lacking academic strength.
(c)School will identify students who scored proficiency at a Level 3 or higher and progress monitor for learning gains;(d) Excelsior will implement the research-based Project M.I.N.D. new math instructional strategies; and lastly, (e)provide access to teachers for professional development opportunities. The research-based Project M.I.N.D.program was created by "Dr. Hui Fang Huang "Angie " Su in 1988 to help academically at-risk students improve their ability to solve math problems. Targeting Pre-K through 12th grade students, Project MIND is designed to complement and enhance the core curriculum being used through the incorporation of innovative teaching strategies.In Project MIND, students interact with one another, apply mathematics to real-world problems, and are taught simple strategies to solve complex problems. Project MIND emphasizes the use of games,story telling, and strategic methods based on logic and intuition, making learning fun and exciting." (http://www.projectmindmathisnotdifficult.com/overview.htm, Dr. Hui Fang Huang "Angie" Su, 2019)

3.Increase ELA achievement and reading learning gains: (a) School will identify students who scored a Level 1 on Spring FSA 2019 and progress monitor with iReady and Benchmark Assessment System (BAS) for learning gains;(b)School will identify students who scored a Level 2 on Spring FSA 2019 and progress monitor iReady and Benchmark Assessment System (BAS) for learning gains; (c) School will identify students who scored proficiency at a Level 3 or higher and progress monitor iReady and Benchmark Assessment System (BAS) for learning gains; and lastly,(e)provide access to teachers for professional development opportunities.

4.Teacher Development:(a) Access to "Learning Lab" and professional development calendars distributed by Broward County Public Schools; and (b) Instructional Coach/ Assistant Principal will assign training to teachers based on observations and walkthroughs.

5.Parent and Community Engagement: (a) Increase student attendance rate; (b) Increase parent awareness of Florida State Standards and the impact of the Florida Standards

Assessment 2020 on their student's academic career; and (c) Increase parent participation through the mandatory twenty volunteer hours, required by the Charter.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The school plans to build positive and strong relationships with the students, parents, and the community by promoting effective communication which is essential to building a school partnership, and to support the students.
The school will promote a positive growth mindset to improve students' attitudes towards learning as stated in Dr. Carol Dweck's research. Students will learn to accept challenging as a way to grow and improve. They will be encouraged to show effort so as to progress in daily tasks.Parent Advisory Committee (PAC) will have biannual meeting to address school progress, community involvement and student growth.We will continue to develop volunteering efforts among parents by opening opportunities for them to attend activities such as Reading Day. Parents can read to their child's class or offer additional services in the classroom or school-wide activities such as the Story Book Character Parade.The school will promote,encourage,and provide volunteer opportunities for student involvement, parents input and ideas,parent/teacher conferences,and school events throughout the year. Ample notice and incentives will be provided to achieve high attendance.We look forward to building strong and effective relationships within our school community.School-wide attendance monitoring and school-wide incentives to promote attendance:(a)School will pull reports from Pinnacle and or teacher record book on a bi-weekly basis to determine attendance trends and make attempts to contact parent(s) or guardian(s) by phone, electronic communication, and or letter, to ensure families are notified of the school's awareness of the absence or tardiness of their child.(b)Administration will educate and conference with parents on the importance of consistent school attendance through means of print, phone call,and or meetings.Parent and Community Engagement:(a)Increase student attendance rate;(b)Increase parent awareness of Florida State Standards and the impact of the Florida Standards Assessment 2020 on their student's academic career;and(c)Increase parent participation through the mandatory twenty volunteer hours, required by the Charter.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school will work with the community liaison in mentoring students and have access to Social Workers and mental health services.The school will provide counseling services on a

needs basis.The school encourages and supports the social-emotional needs of the students by their daily activities and students' school interactions. There will be a social worker on campus on a regular basis who will be available to provide social-emotional support to students and or refer families in need of counseling services through Broward County.Referral services for individual and or family counseling provided through Broward County can be articulated to parents, that they may call 2-1-1 for free.Excelsior has a Collaborative Problem Solving Team which will meet to discuss students who have been referred by classroom teachers in BASIS 3.0 for social work follow-up. Monthly meetings take place at the school for parents to be aware of events and services available in the community to provide support as needed.If students are experiencing homelessness or displacement, our school will reach out the H.E.A.R.T. program with Broward County Public Schools, so they can be in communication with the family(ies) in need of support.According to research, a recent summary of research produced by a task force of psychologists and educational researchers associated with the National Association for Gifted Children and the National Research Center on the Gifted and Talented indicated that high-ability students are generally at least as well adjusted as any other group of youngsters. In this article, current research about the social and emotional development of gifted and talented students is summarized and suggestions are made about strategies to enhance these students' school experiences.Suggestions are provided for assessment and educational programming based on students' strengths and interests that may result in helping talented students realize their potential. © 2004 Wiley Periodicals,Inc.Psychol Schs 41:119–130, 2004.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school encourages new students and parents to tour the school, meet with the principal and staff along with providing informational literature about the school. For incoming students, the school has open houses for pre-k students as well as visit selected school, meeting with parents and distributing transition literature to kindergarten. For out going students the school allow middle school administrator to visit the school and talk with the students. Teachers are given the opportunity to meet with parents of outgoing students to discuss the curriculum covered over the school year. Teachers and parents are given the opportunity to meet before the first day classes start for the new school year, so students and parents are familiar with the teacher who will be instructing their child and have an opportunity to see the curriculum materials their children will be learning from on a daily basis. According to research, educators often look for ways to bring quiet children out of their shells, but emerging research suggests schools can improve academic outcomes for introverted students by reducing the pressure to be outgoing and giving all students a little more time to reflect."Whoever designed the context of the modern classroom was certainly not thinking of the shy or quiet kids," said Robert J. Coplan, a psychology professor and shyness expert at Carleton University, in Ottawa, Canada. With often-crowded, high-stimulation rooms and a focus on oral performance for class participation, he said, "in many ways, the modern classroom is the quiet ...(Studies Illustrate Plight of Introverted Students, Education Week, by Sarah Sparks, May 22, 2012). Students and parents of current fifth grade students will be receiving information for the sixth grade level, which would be for the 2020-2021 school year.During those conversations, expectations will be provided for reading and math practice over the summer.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process through which school leadership identifies and aligns all available resources, such as personnel, instructional staffing, curriculum, in order to meet the needs of all students and maximize desired student outcomes are done in a systematic way. The methodology for coordinating and supplementing federal, state and local funds, services and programs, is based on the school's financial standing with enrollment and compliance items that are mandated by federal, state and or local legal entities. Excelsior Charter of Broward administration, instructional and non-instructional staff, work as a unit in disseminating information about the school to the parents via Parent Link, electronic communication, and written notices. The school holds weekly faculty meetings to discuss and review planning, strategies and implementations of teaching materials, curriculum, etc. The meetings are held by the Principal, resource teachers, staffing specialists, and teachers. At the start of the new school year meeting are held to discuss student data, goals, action plans, etc. Faculty meetings are held on a regular basis with the staff to ensure information regarding plans and programs utilized on campus, are evident in classrooms. Accountability is in place, as teachers are required to sign in for every faculty meeting and or training. Based on the information shared and discussed in these meetings, follow-up is provided through classroom walkthroughs and monitoring of programs utilized at the school site, such as iReady. Instructional materials are ordered based on student count and curricular needs, such as lab materials, licenses for educational software, and so on. Teachers sign-out materials with the instructional coach/curriculum coordinator and the teacher then assigns appropriate materials to students. Teachers are required to monitor and ensure student use of purchased instructional materials.At the end of the academic school year, 2019-2020,teachers will be required to return all non-consumable materials to the instructional coach/curriculum coordinator.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Every year the school organizes a career day with the purpose to provide career awareness for all the students. The event establish partnership with business, parents and community organizations. Every year multiple professionals are invited to visit our school and each one of them talk about their experiences, what college preparation they need to work and what they do when they are working. The students have the opportunity to ask questions and increase their expected career knowledge. In order to extend organization participation, the same day organizations such as police department, fire department, city officials among others are invited to participate and share their professional experiences. The foundation of our strategy to prepare our students for college and career awareness is the following, based on Broward Schools' vision: rom an academic perspective, college and career readiness means that a high school graduate has the knowledge and skills in English and mathematics necessary to qualify for and succeed in entry-level, credit-bearing postsecondary coursework without the need for remediation — or put another way, a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, university, technical/vocational program, apprenticeship, or significant on-the-job training).To be college- and career-ready, high school graduates must

have studied a rigorous and broad curriculum, grounded in the core academic disciplines, but also consisting of other subjects that are part of a well-rounded education. Academic preparation alone is not enough to ensure postsecondary readiness but it is clear that it is an essential part of readiness for college, careers, and life in the 21st century.From high-quality early education and strong, foundational standards in elementary school, college and career readiness is the unifying agenda across the education pipeline.

Part V: Budget

1	III.A	Areas of Focus: Math Lowest 25%				$11,137.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			5393 - Excelsior Charter Of Broward	Title, I Part A		$5,000.00
			Notes: I ready software mathematics			
			5393 - Excelsior Charter Of Broward	UniSIG		$1,550.00
			Notes: I ready text books			
			5393 - Excelsior Charter Of Broward	Title, I Part A		$4,587.00
			Notes: Pull outs, afterschool tutoring for Math lowest 25%			
2	III.A	Areas of Focus: Math Achievement				$6,597.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			5393 - Excelsior Charter Of Broward	UniSIG		$4,000.00
			Notes: i-ready Professional Development			
			5393 - Excelsior Charter Of Broward	UniSIG		$2,597.00
			Notes: Supplemental instructional material			
3	III.A	Areas of Focus: ELA Lowest 25%				$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			5393 - Excelsior Charter Of Broward	Title, I Part A		$5,000.00
			Notes: I ready online for students			
			5393 - Excelsior Charter Of Broward	Title, I Part A		$2,000.00
			Notes: AR to improve reading comprehension.			
					Total:	$24,734.00