

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2018-2019

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

School Name: Excelsior Charter Of Broward School Location Number: 5393

Current Grades Served: K-5 Contract Grades Served: K-5 Year School Opened: 2015

The 2018-2019 SCHOOL IMPROVEMENT PLAN

PART 1: Current School Information

School Information

Complete School Name: Excelsior Charter Of Broward	District Name: Broward
School Location Number (MSID): 5393	
Principal: Dr. Janett Codling	District Superintendent: Robert Runcie
Governing Board Member(s): Jamie Minor	Date of School Board Charter Approval: Date of Most Recent School Board Charter Amendment:

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%, along with the associated school year)
Principal	Dr. Janett Codling	Doctorate in Education Leadership, Ed. Leadership (All Grades), Elementary Ed, Masters in TESOL, Reading Endorsed, ESE	NEW	New	Driftwood Middle School (B) (2016-2017) Everest Charter Middle School (C) (2017-2018)
Assistant Principal	N/A				

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

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

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach, ESE Specialist, ESOL Contact	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%, along with the associated school year)
ESE/ ESOL	Althea Elliott	Masters in Reading & ESE	New	2	
ELA	Kim Rhoden	Elementary Education (1-6) Educational Leadership (All Levels) Middle Grades Integrated Curriculum Reading (Endorsement) ESOL (Endorsement)	New	6	<p>2001-2002- Level 3+ Reading-72%, Level 3+ Math-78% Learning Gains- Reading-67%, Learning Gains Math-75% Lowest Quartile Gains-68%</p> <p>2002-2003- Level 3+ Reading-70%, Level 3+ Math-77% Learning Gains-Reading-64%, Learning Gains Math-68% Lowest Quartile Gains-61%</p> <p>2003-2004- Level 3+ Reading-79%, Level 3+ Math-79% Learning Gains-Reading-68%, Learning Gains Math-74% Lowest Quartile Gains-65%</p> <p>2004-2005- Level 3+ Reading-83%, Level 3+ Math-81% Learning Gains-Reading-71%, Learning Gains Math-72% Lowest Quartile Gains-62%</p> <p>2005-2006- Level 3+ Reading-67%, Level 3+ Math-72% Learning Gains-Reading-69%, Learning Gains Math-71% Lowest Quartile Gains-68% 2002-2003-</p> <p>2006-2007 Level 3+ Reading-66%, Level 3+ Math-71% Learning Gains-Reading-72%, Learning Gains Math-70% Lowest Quartile Gains-68%</p>

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

1. Mission Statement


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

The mission of 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 is to foster pride in academic achievements while developing our student's artistic abilities. The school will demonstrate and promote the essential role of the arts in enabling every student to succeed in school.

2. Academic Data

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

Section-A Florida Kindergarten Readiness Screening (FLKRS)-2018



STAR[™]
Early Literacy

Summary Report

Printed Saturday, October 13, 2018 10:06:04 PM

6

School: FLKRS - Excelsior Charter Of Broward

Reporting Period: 8/15/2018 - 6/4/2019
(18-19 School Year)

Sub-Domain Score Distribution

Sub-Domain	0 - 25		26 - 50		51 - 75		76 - 100	
	Number of Students	% of Total	Number of Students	% of Total	Number of Students	% of Total	Number of Students	% of Total
AP	2	9.5	8	38.1	9	42.9	2	9.5
CW	2	9.5	8	38.1	9	42.9	2	9.5
VS	1	4.8	5	23.8	8	38.1	7	33.3
PA	8	38.1	11	52.4	1	4.8	1	4.8
PH	10	47.6	9	42.9	1	4.8	1	4.8
SA	13	61.9	6	28.6	2	9.5	0	0.0
VO	7	33.3	12	57.1	1	4.8	1	4.8
SC	12	57.1	7	33.3	2	9.5	0	0.0
PC	12	57.1	7	33.3	2	9.5	0	0.0
EN	2	9.5	10	47.6	7	33.3	2	9.5

Summary

Scaled Score	Literacy Classification	Number of Students	% of Total
300 - 487	Early Emergent Reader	12	57.1
488 - 674	Late Emergent Reader	7	33.3
675 - 774	Transitional Reader	2	9.5
775 - 900	Probable Reader	0	0.0

Number of Students: 21

Score Definitions

GP: Grade Placement
SS: Scaled Score
AP: Alphabetic Principle
CW: Concept of Word

VS: Visual Discrimination
PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis

VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

Early Emergent Reader: SS 300 - 487
Late Emergent Reader: SS 488 - 674
Transitional Reader: SS 675 - 774
Probable Reader: SS 775 - 900

*Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3.

Section B-Ready Reading Diagnostic 2018-2019

Grade K

Number of Students Assessed: 18
Total Number of Students: 23

● Window 1 - 08/15/2018 - 10/22/2018		
Average Scale Score		Students Below Level
Overall Reading Level	353	67% (12)
Phonological Awareness	342	78% (14)
Phonics	355	72% (13)
High-Frequency Words	352	56% (10)
Vocabulary	353	61% (11)
Comprehension: Literature	361	72% (13)
Comprehension: Informational Text	363	56% (10)

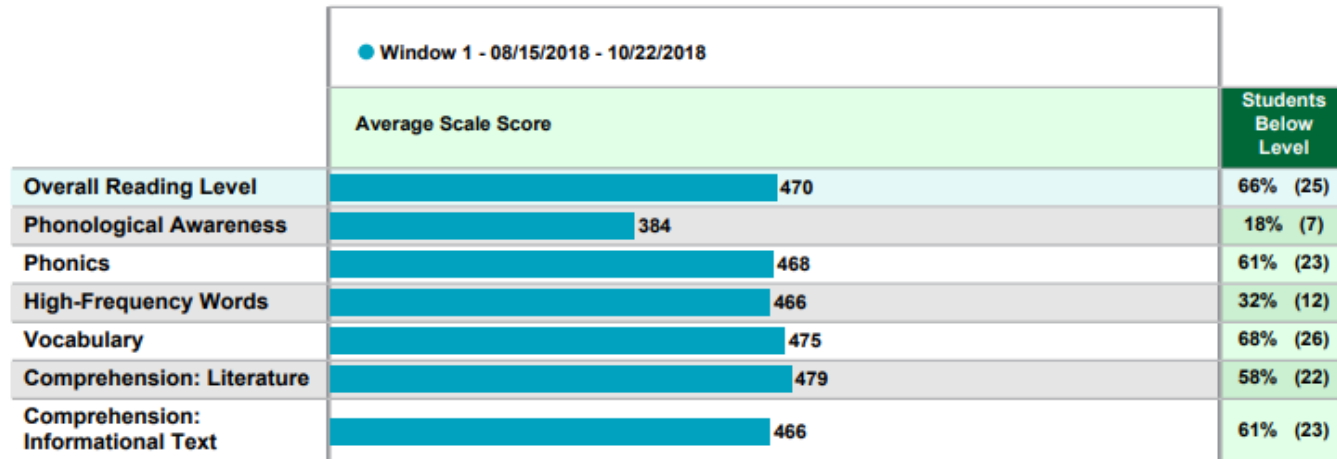
Grade 1

Number of Students Assessed: 39
Total Number of Students: 41

● Window 1 - 08/15/2018 - 10/22/2018		
Average Scale Score		Students Below Level
Overall Reading Level	415	72% (28)
Phonological Awareness	422	44% (17)
Phonics	414	62% (24)
High-Frequency Words	420	46% (18)
Vocabulary	414	62% (24)
Comprehension: Literature	412	72% (28)
Comprehension: Informational Text	416	69% (27)

Grade 2

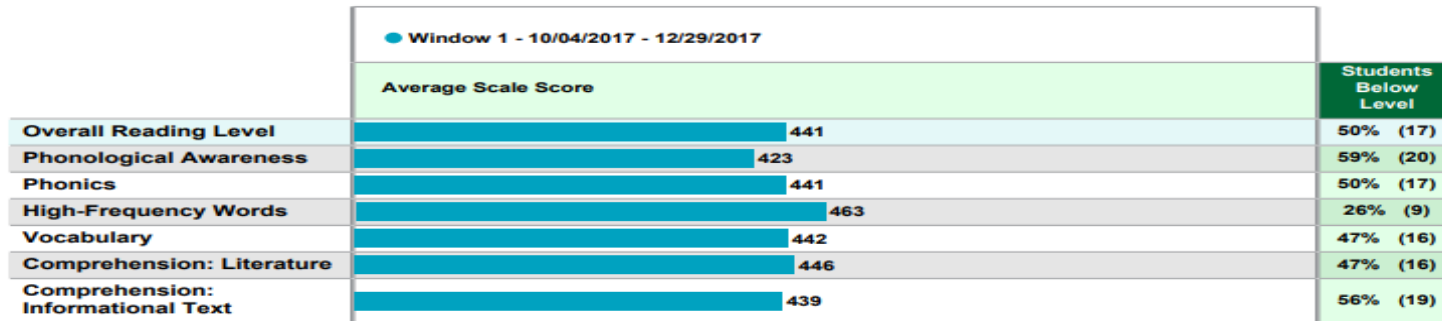
Number of Students Assessed: 38
Total Number of Students: 40



Section C-i-Ready Reading Diagnostic 2017-2018 (i-Ready was made available to teachers in December 2017. Kindergarten students were not assessed during the fall 2017 i-Ready administration).

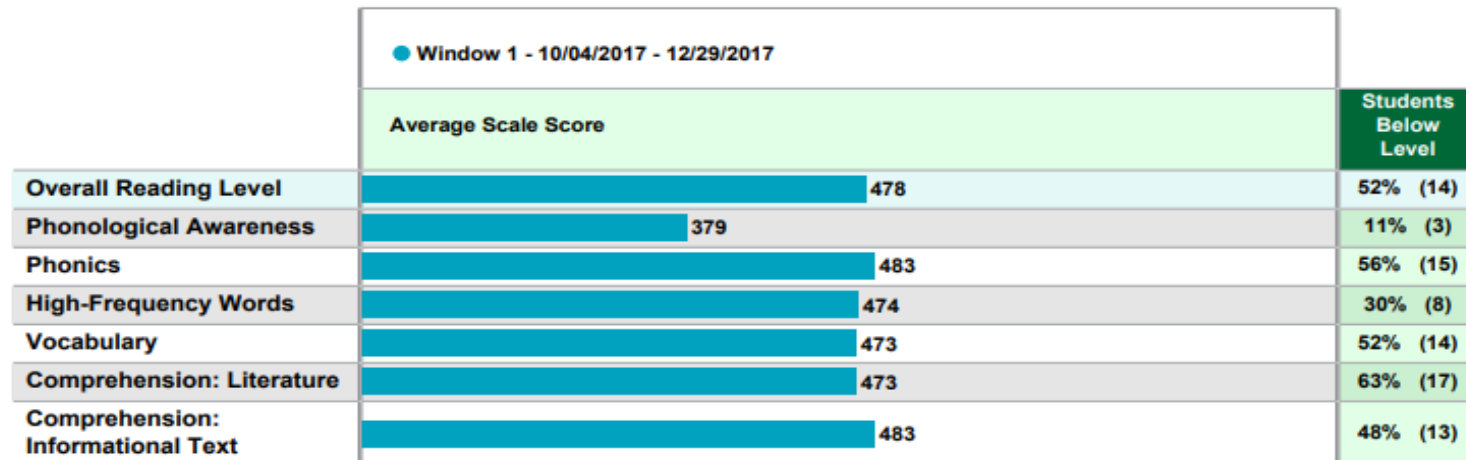
Grade 1

Number of Students Assessed: 34
Total Number of Students: 34



Grade 2

Number of Students Assessed: 27
Total Number of Students: 37



Section D-i-Ready Mathematics Diagnostics-2018-2019

Grade K

Number of Students Assessed: 19
Total Number of Students: 23

● Window 1 - 08/15/2018 - 10/22/2018		
Average Scale Score		Students Below Level
Overall Math Level	347	74% (14)
Number and Operations	349	68% (13)
Algebra and Algebraic Thinking	342	74% (14)
Measurement and Data	350	68% (13)
Geometry	349	79% (15)

Grade 1

Number of Students Assessed: 38
Total Number of Students: 40

● Window 1 - 08/15/2018 - 10/22/2018		
Average Scale Score		Students Below Level
Overall Math Level	382	89% (34)
Number and Operations	380	82% (31)
Algebra and Algebraic Thinking	384	74% (28)
Measurement and Data	377	79% (30)
Geometry	385	76% (29)

Grade 2

Number of Students Assessed: 36
Total Number of Students: 40

● Window 1 - 08/15/2018 - 10/22/2018		
Average Scale Score		Students Below Level
Overall Math Level	400	75% (27)
Number and Operations	398	75% (27)
Algebra and Algebraic Thinking	402	72% (26)
Measurement and Data	398	78% (28)
Geometry	404	72% (26)

Section E-i-Ready Math Diagnostic 2017-2018 (i-Ready was made available to teachers in December 2017. Kindergarten students were not assessed during the fall 2017 i-Ready administration).

Grade 1

Number of Students Assessed: 33
Total Number of Students: 34

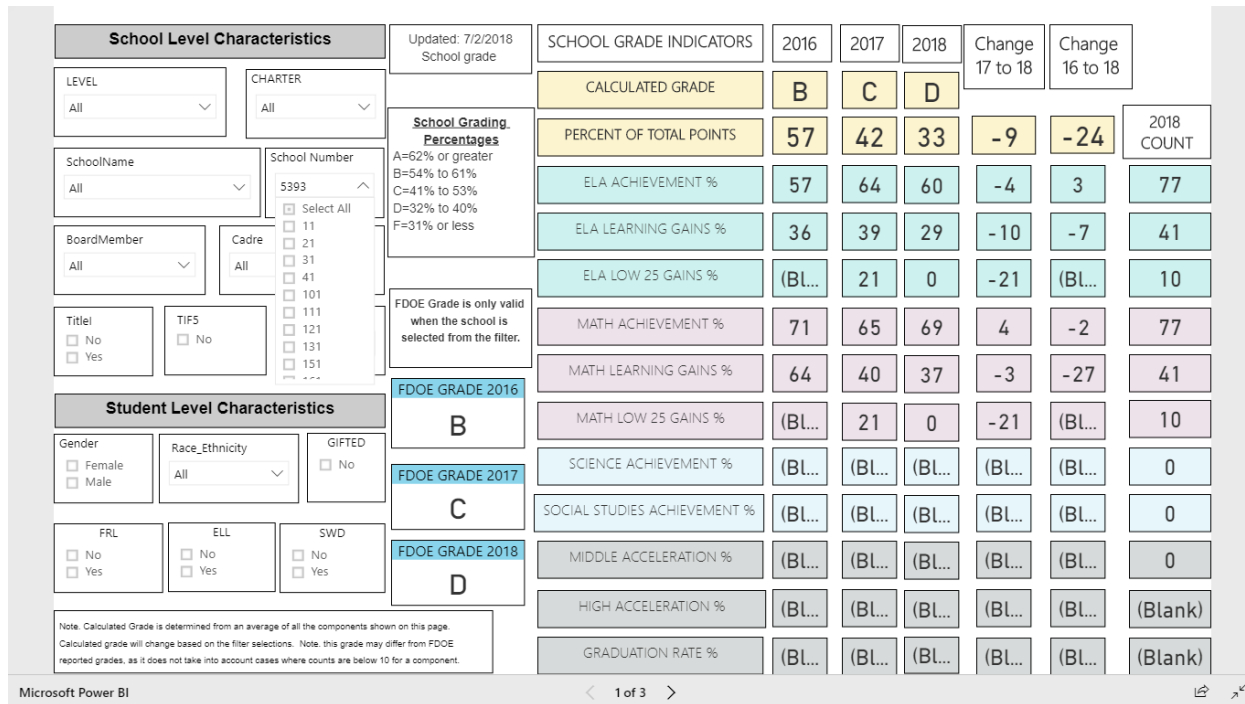
● Window 1 - 10/04/2017 - 12/29/2017		
Average Scale Score		Students Below Level
Overall Math Level	393	61% (20)
Number and Operations	389	58% (19)
Algebra and Algebraic Thinking	405	33% (11)
Measurement and Data	388	76% (25)
Geometry	388	67% (22)

Grade 2

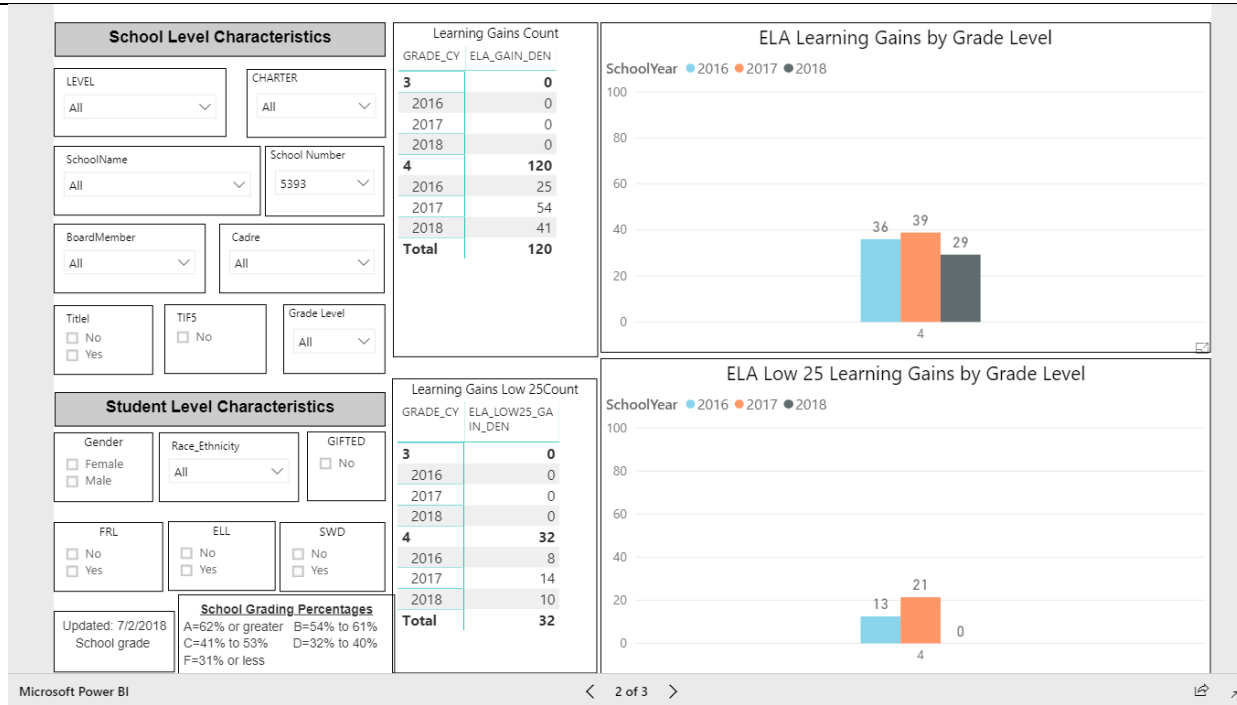
Number of Students Assessed: 33
Total Number of Students: 37

	● Window 1 - 10/04/2017 - 01/31/2018	
	Average Scale Score	Students Below Level
Overall Math Level	409	79% (26)
Number and Operations	406	67% (22)
Algebra and Algebraic Thinking	415	48% (16)
Measurement and Data	408	76% (25)
Geometry	407	76% (25)

3-5 Academic Data



1 This graph depicts the three trend data school-wide (data from Share-point)



2 This depicts School-wide gains in ELA by grade level as well as trends in gains by the lowest 25% in ELA

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

School Level Characteristics

LEVEL: All | CHARTER: All

SchoolName: All | School Number: 5393

BoardMember: All | Cadre: All

Title: No Yes | TIF5: No | Grade Level: All

Learning Gains Count

GRADE_CY	MATH_GAIN_DEN
3	0
2016	0
2017	0
2018	0
4	119
2016	25
2017	53
2018	41
Total	119

MATH Learning Gains by Grade Level

SchoolYear	Count
2016	64
2017	40
2018	37

Student Level Characteristics

Gender: Female Male | Race_Ethnicity: All | GIFTED: No

FRL: No Yes | ELL: No Yes | SWD: No Yes

Updated: 7/2/2018 School grade

School Grading Percentages
 A=62% or greater B=54% to 61%
 C=41% to 53% D=32% to 40%
 F=31% or less

Learning Gains Low 25Count

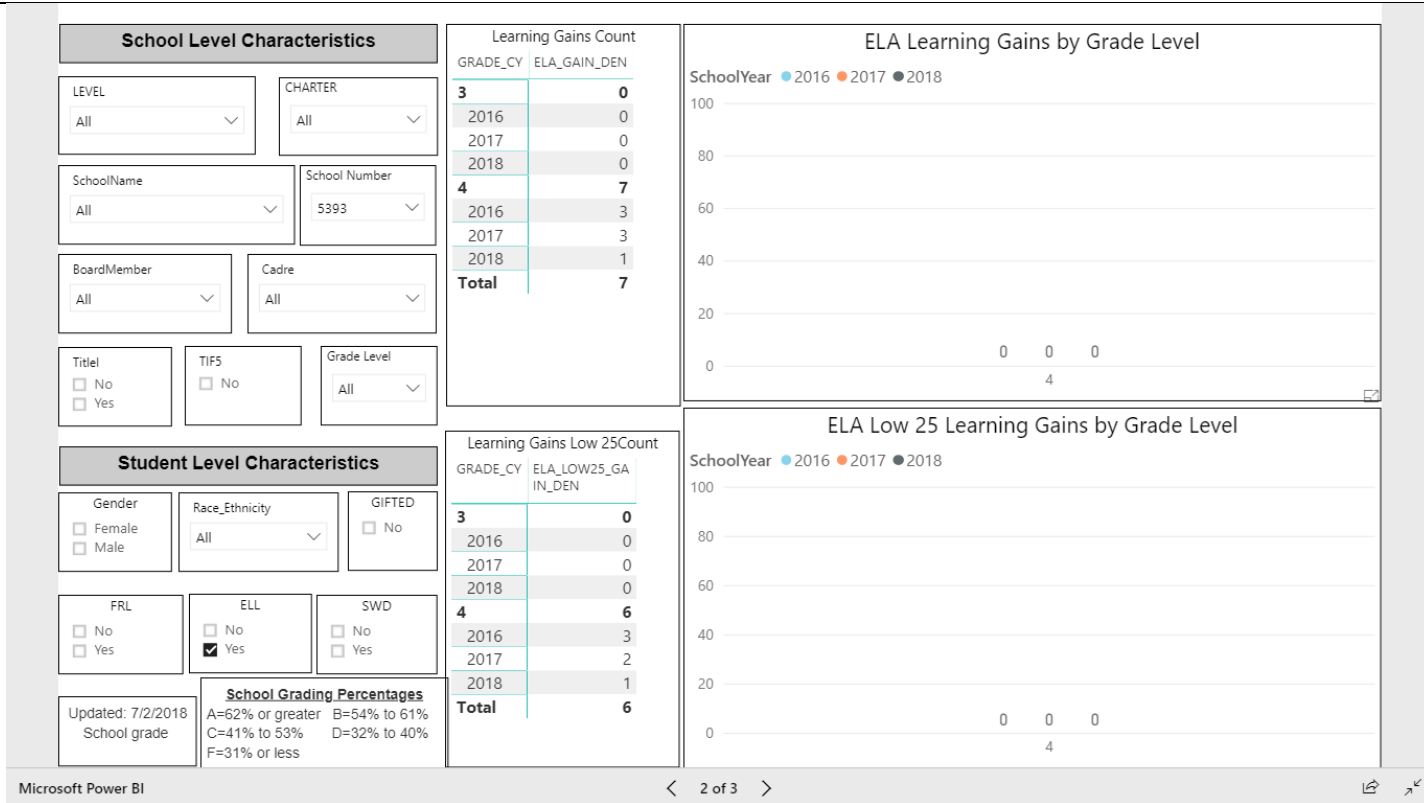
GRADE_CY	MATH_LOW25_GAI N_DEN
3	0
2016	0
2017	0
2018	0
4	31
2016	7
2017	14
2018	10
Total	31

MATH Low 25 Learning Gains by Grade Level

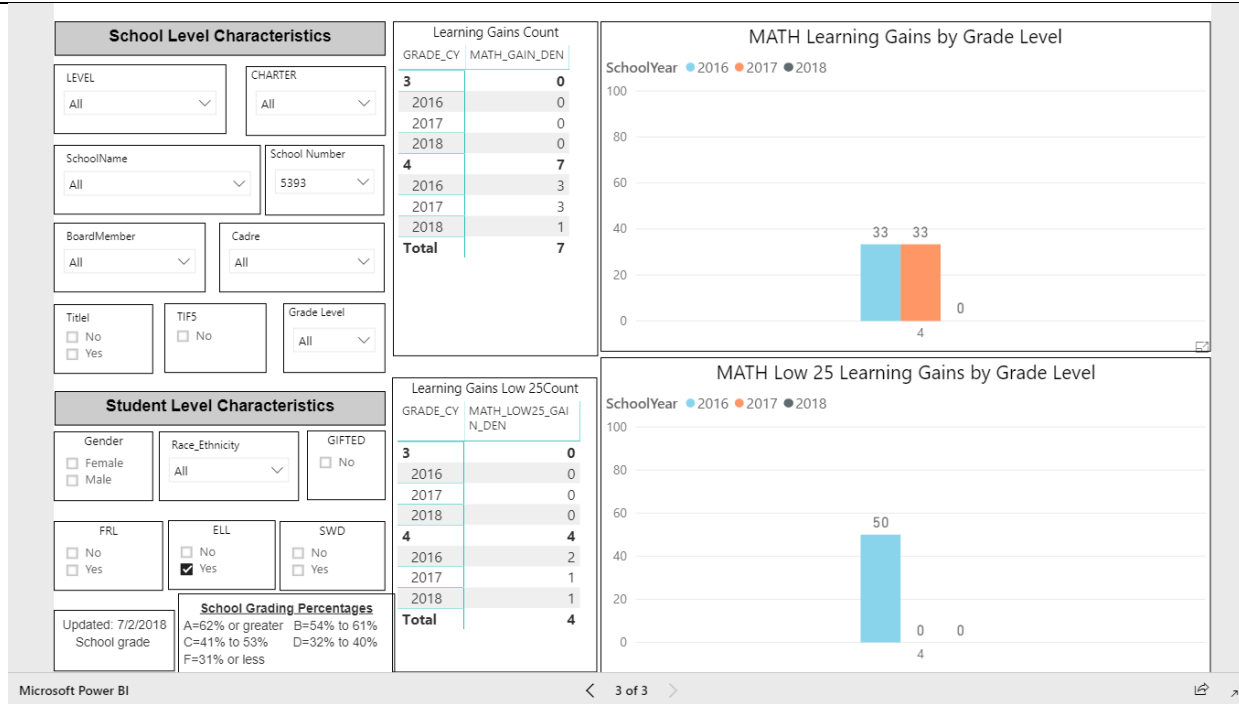
SchoolYear	Count
2016	57
2017	21
2018	0

Microsoft Power BI | 3 of 3

3 School-wide gains by grade level in Math as well as gains by the lowest 25% in Math



4 School-wide gains in ELA by ELL students



5 School-wide math gains by ELL students as well as ELL students falling below the 25%.

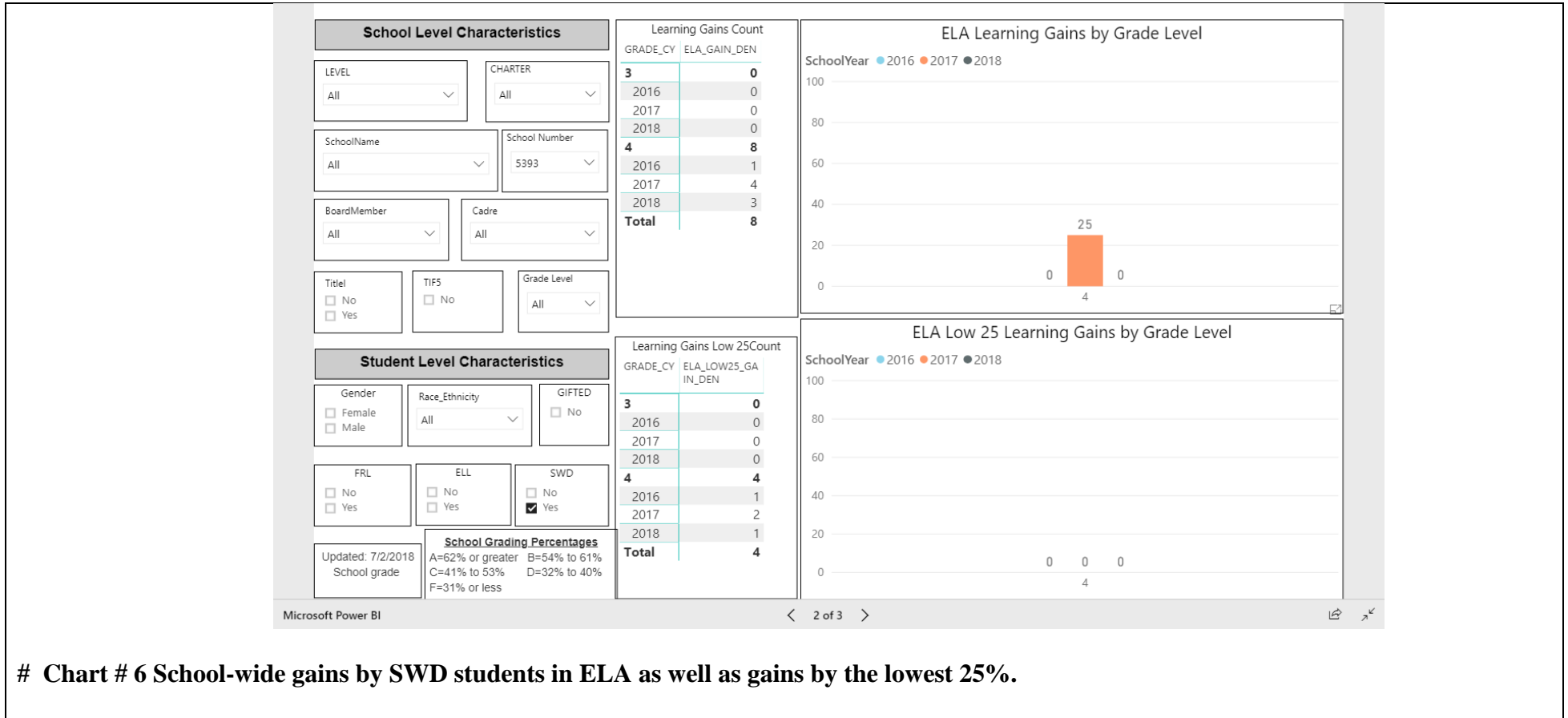
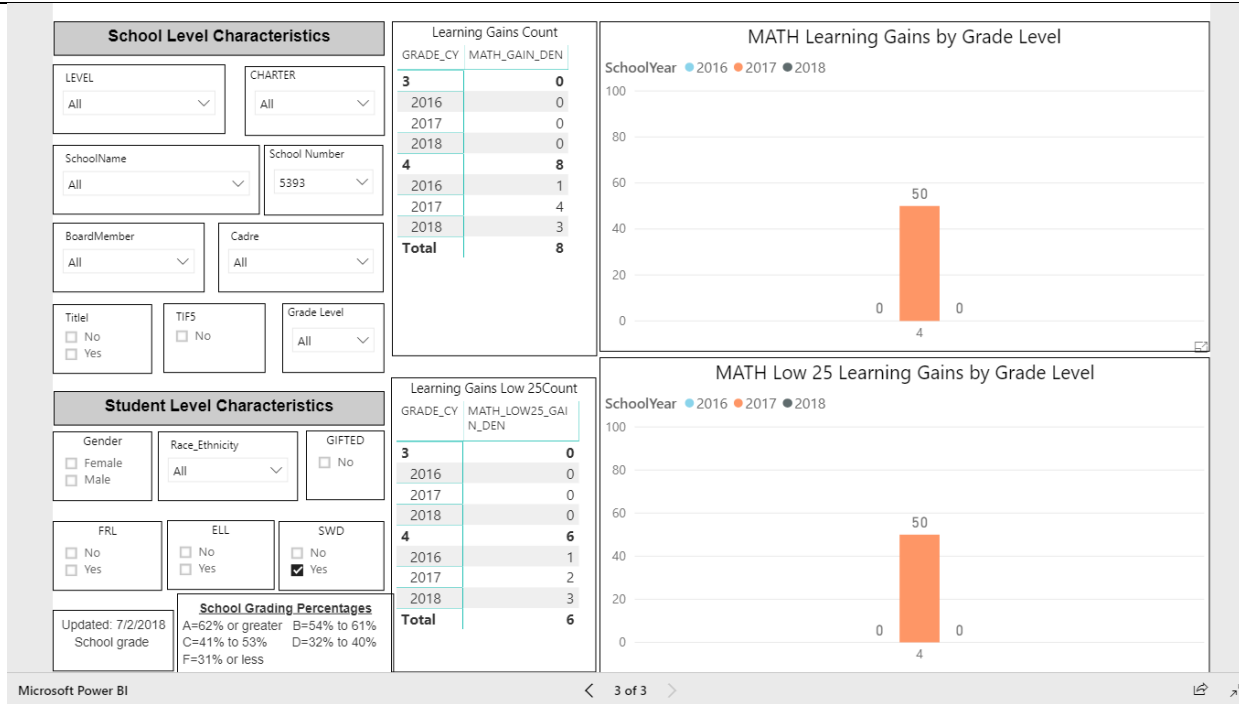




Chart # 6 School-wide gains by SWD students in ELA as well as gains by the lowest 25%.




7 Chart. SWD by grade level gains in Math as well as gains at the Lowest 25%.

SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS																																																					
FSA		ENGLISH																																																							
SCHOOL LEVEL CHARACTERISTICS																																																									
School Type All		School EXCELSIOR CHARTER OF BROWARD																																																							
Year 2018	Grade All	Charter Flag All	Title I All																																																						
<input type="checkbox"/> 2016 <input type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018	Board Member All	I-Zone All																																																							
STUDENT LEVEL CHARACTERISTICS																																																									
Ethnicity All		ELL <input type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student																																																							
Gifted <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted	ESE <input type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student	FRL <input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student																																																							
 BROWARD County Public Schools Established 1915 Educating Today's Students to Succeed in Tomorrow's World																																																									
				SUBSKILL INDICATORS																																																					
				COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED																																																		
				C1 KID Key Ideas and Details				80	54	14	8																																														
				C2 CS Craft and Structure				80	66	14	9																																														
				C3 IKI Integration of Knowledge and Ideas				80	46	11	5																																														
				C4 LE Language and Editing Task				80	72	12	9																																														
				Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards. Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.																																																					
				C5 W Text Based Writing (Total Points Earned)																																																					
				<table border="1"> <thead> <tr> <th></th> <th>ZERO</th> <th>ONE</th> <th>TWO</th> <th>THREE</th> <th>FOUR</th> <th>FIVE</th> <th>SIX</th> <th>SEVEN</th> <th>EIGHT</th> <th>NINE</th> <th>TEN</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>3</td> <td>0</td> <td>4</td> <td>2</td> <td>6</td> <td>12</td> <td>13</td> <td>4</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>%</td> <td>6.5</td> <td>0.0</td> <td>8.7</td> <td>4.3</td> <td>13.0</td> <td>26.1</td> <td>28.3</td> <td>8.7</td> <td>4.3</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>													ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN	Count	3	0	4	2	6	12	13	4	2	0	0	%	6.5	0.0	8.7	4.3	13.0	26.1	28.3	8.7	4.3	0.0	0.0						
	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN																																														
Count	3	0	4	2	6	12	13	4	2	0	0																																														
%	6.5	0.0	8.7	4.3	13.0	26.1	28.3	8.7	4.3	0.0	0.0																																														
				WD 1: Statement of purpose, focus, and organization				WD 2: Evidence and elaboration				WD 3: Conventions of standard English																																													
				<table border="1"> <thead> <tr> <th></th> <th>Zero</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Zero</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Zero</th> <th>One</th> <th>Two</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>3</td> <td>10</td> <td>27</td> <td>6</td> <td>0</td> <td>3</td> <td>11</td> <td>30</td> <td>2</td> <td>0</td> <td>7</td> <td>17</td> <td>22</td> </tr> <tr> <td>%</td> <td>6.5</td> <td>21.7</td> <td>58.7</td> <td>13.0</td> <td>0.0</td> <td>6.5</td> <td>23.9</td> <td>65.2</td> <td>4.3</td> <td>0.0</td> <td>15.2</td> <td>37.0</td> <td>47.8</td> </tr> </tbody> </table>													Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two	Count	3	10	27	6	0	3	11	30	2	0	7	17	22	%	6.5	21.7	58.7	13.0	0.0	6.5	23.9	65.2	4.3	0.0	15.2	37.0	47.8
	Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two																																												
Count	3	10	27	6	0	3	11	30	2	0	7	17	22																																												
%	6.5	21.7	58.7	13.0	0.0	6.5	23.9	65.2	4.3	0.0	15.2	37.0	47.8																																												
				FSA QUICK FACTS																																																					
				PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY			AVERAGE SCALE SCORE																																												
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5																																																
				15	28	24	26	8	58	3.3			310																																												


8 Chart # 8 broken down by ELA tested categories (2018)

SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS												
FSA		ENGLISH														
SCHOOL LEVEL CHARACTERISTICS																
School Type All		School EXCELSIOR CHARTER OF BROWARD														
Year 2018	Grade All	Charter Flag All	Title I All													
Cadre All	Board Member All	I-Zone All														
STUDENT LEVEL CHARACTERISTICS																
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male		Ethnicity All		ELL <input checked="" type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student												
Gifted <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted		ESE <input type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student		FRL <input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student												
 BROWARD County Public Schools Established 1915				Educating Today's Students to Succeed in Tomorrow's World												
				SUBSKILL INDICATORS												
				COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED									
				C1 KID Key Ideas and Details	5	28	14	4								
				C2 CS Craft and Structure	5	50	14	7								
				C3 IKI Integration of Knowledge and Ideas	5	26	11	3								
				C4 LE Language and Editing Task	5	60	12	7								
				Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards. Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.												
				C5 W Text Based Writing (Total Points Earned)												
				ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN		
Count				0	0	2	0	1	0	0	0	0	0	0		
%				0.0	0.0	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0		
				WD 1: Statement of purpose, focus, and organization			WD 2: Evidence and elaboration			WD 3: Conventions of standard English						
				Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two
Count				0	2	1	0	0	0	3	0	0	0	2	1	0
%				0.0	66.7	33.3	0.0	0.0	0.0	100.0	0.0	0.0	0.0	66.7	33.3	0.0
				FSA QUICK FACTS												
				PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY		AVERAGE SCALE SCORE				
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5							
				60	20	20	0	0	20	2.1		282				

9 Chart ELL performance by the ELA tested categories

SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS																																																																	
FSA		ENGLISH																																																																			
SCHOOL LEVEL CHARACTERISTICS																																																																					
School Type All		School EXCELSIOR CHARTER OF BROWARD																																																																			
Year 2018	Grade All	Charter Flag All	Title I All																																																																		
Cadre All		Board Member All	I-Zone All																																																																		
STUDENT LEVEL CHARACTERISTICS																																																																					
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male		Ethnicity All		ELL <input type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student																																																																	
Gifted <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted		ESE <input type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student		FRL <input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student																																																																	
 BROWARD <small>Established 1915</small> County Public Schools				Educating Today's Students to Succeed in Tomorrow's World																																																																	
				SUBSKILL INDICATORS <table border="1"> <thead> <tr> <th></th> <th>COUNT</th> <th>PERCENT</th> <th>POINTS POSSIBLE</th> <th>POINTS EARNED</th> </tr> </thead> <tbody> <tr> <td>C1 KID Key Ideas and Details</td> <td>6</td> <td>34</td> <td>14</td> <td>5</td> </tr> <tr> <td>C2 CS Craft and Structure</td> <td>6</td> <td>48</td> <td>15</td> <td>7</td> </tr> <tr> <td>C3 IKI Integration of Knowledge and Ideas</td> <td>6</td> <td>46</td> <td>11</td> <td>5</td> </tr> <tr> <td>C4 LE Language and Editing Task</td> <td>6</td> <td>55</td> <td>12</td> <td>7</td> </tr> </tbody> </table>												COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED	C1 KID Key Ideas and Details	6	34	14	5	C2 CS Craft and Structure	6	48	15	7	C3 IKI Integration of Knowledge and Ideas	6	46	11	5	C4 LE Language and Editing Task	6	55	12	7																														
	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED																																																																	
C1 KID Key Ideas and Details	6	34	14	5																																																																	
C2 CS Craft and Structure	6	48	15	7																																																																	
C3 IKI Integration of Knowledge and Ideas	6	46	11	5																																																																	
C4 LE Language and Editing Task	6	55	12	7																																																																	
				Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards. Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.																																																																	
				C5 W Text Based Writing (Total Points Earned) <table border="1"> <thead> <tr> <th></th> <th>ZERO</th> <th>ONE</th> <th>TWO</th> <th>THREE</th> <th>FOUR</th> <th>FIVE</th> <th>SIX</th> <th>SEVEN</th> <th>EIGHT</th> <th>NINE</th> <th>TEN</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>%</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>66.7</td> <td>0.0</td> <td>33.3</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>												ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN	Count	0	0	0	2	0	1	0	0	0	0	0	%	0.0	0.0	0.0	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0																			
	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN																																																										
Count	0	0	0	2	0	1	0	0	0	0	0																																																										
%	0.0	0.0	0.0	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0																																																										
				<table border="1"> <thead> <tr> <th colspan="5">WD 1: Statement of purpose, focus, and organization</th> <th colspan="5">WD 2: Evidence and elaboration</th> <th colspan="3">WD 3: Conventions of standard English</th> </tr> <tr> <th></th> <th>Zero</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Zero</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Zero</th> <th>One</th> <th>Two</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>0</td> </tr> <tr> <td>%</td> <td>0.0</td> <td>66.7</td> <td>33.3</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>66.7</td> <td>33.3</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>100.0</td> <td>0.0</td> </tr> </tbody> </table>											WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English				Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two	Count	0	2	1	0	0	0	2	1	0	0	0	3	0	%	0.0	66.7	33.3	0.0	0.0	0.0	66.7	33.3	0.0	0.0	0.0	100.0	0.0
WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English																																																											
	Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two																																																								
Count	0	2	1	0	0	0	2	1	0	0	0	3	0																																																								
%	0.0	66.7	33.3	0.0	0.0	0.0	66.7	33.3	0.0	0.0	0.0	100.0	0.0																																																								
				FSA QUICK FACTS <table border="1"> <thead> <tr> <th colspan="6">PERCENT WITHIN EACH ACHIEVEMENT LEVEL</th> <th>AVERAGE MASTERY</th> <th>AVERAGE SCALE SCORE</th> </tr> <tr> <th>LEVEL 1</th> <th>LEVEL 2</th> <th>LEVEL 3</th> <th>LEVEL 4</th> <th>LEVEL 5</th> <th>LEVEL 3-5</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>33</td> <td>50</td> <td>17</td> <td>0</td> <td>0</td> <td>17</td> <td>2.4</td> <td>293</td> </tr> </tbody> </table>											PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY	AVERAGE SCALE SCORE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5			33	50	17	0	0	17	2.4	293																															
PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY	AVERAGE SCALE SCORE																																																														
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5																																																																
33	50	17	0	0	17	2.4	293																																																														

#10 Chart Performance of the SWD sub-group of the different categories in the ELA

SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS																																																																
FSA		ENGLISH																																																																		
SCHOOL LEVEL CHARACTERISTICS																																																																				
School Type All		School EXCELSIOR CHARTER OF BROWARD																																																																		
Year 2018	Grade 3	Charter Flag All	Title I All																																																																	
Cadre All	Board Member All	I-Zone All																																																																		
STUDENT LEVEL CHARACTERISTICS																																																																				
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male		Ethnicity All		ELL <input type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student																																																																
Gifted <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted		ESE <input type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student		FRL <input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student																																																																
 BROWARD County Public Schools				Educating Today's Students to Succeed in Tomorrow's World																																																																
				Subskill Indicators <table border="1"> <thead> <tr> <th>COUNT</th> <th>PERCENT</th> <th>POINTS POSSIBLE</th> <th>POINTS EARNED</th> </tr> </thead> <tbody> <tr> <td>C1 KID Key Ideas and Details</td> <td>34</td> <td>66</td> <td>15</td> <td>10</td> </tr> <tr> <td>C2 CS Craft and Structure</td> <td>34</td> <td>75</td> <td>16</td> <td>12</td> </tr> <tr> <td>C3 IKI Integration of Knowledge and Ideas</td> <td>34</td> <td>53</td> <td>8</td> <td>4</td> </tr> <tr> <td>C4 LE Language and Editing Task</td> <td>34</td> <td>79</td> <td>11</td> <td>9</td> </tr> </tbody> </table>											COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED	C1 KID Key Ideas and Details	34	66	15	10	C2 CS Craft and Structure	34	75	16	12	C3 IKI Integration of Knowledge and Ideas	34	53	8	4	C4 LE Language and Editing Task	34	79	11	9																														
COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED																																																																	
C1 KID Key Ideas and Details	34	66	15	10																																																																
C2 CS Craft and Structure	34	75	16	12																																																																
C3 IKI Integration of Knowledge and Ideas	34	53	8	4																																																																
C4 LE Language and Editing Task	34	79	11	9																																																																
				Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards. Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.																																																																
				C5 W Text Based Writing (Total Points Earned) <table border="1"> <thead> <tr> <th></th> <th>ZERO</th> <th>ONE</th> <th>TWO</th> <th>THREE</th> <th>FOUR</th> <th>FIVE</th> <th>SIX</th> <th>SEVEN</th> <th>EIGHT</th> <th>NINE</th> <th>TEN</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> </tr> <tr> <td>%</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> </tr> </tbody> </table>												ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN	Count	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	%	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...																		
	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN																																																									
Count	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...																																																									
%	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...																																																									
				<table border="1"> <thead> <tr> <th></th> <th colspan="4">WD 1: Statement of purpose, focus, and organization</th> <th colspan="4">WD 2: Evidence and elaboration</th> <th colspan="3">WD 3: Conventions of standard English</th> </tr> <tr> <th></th> <th>Zero</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Zero</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Zero</th> <th>One</th> <th>Two</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Blank)</td> <td>(Blank)</td> <td>(Blank)</td> </tr> <tr> <td>%</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Blank)</td> <td>(Blank)</td> <td>(Blank)</td> </tr> </tbody> </table>												WD 1: Statement of purpose, focus, and organization				WD 2: Evidence and elaboration				WD 3: Conventions of standard English				Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two	Count	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Blank)	(Blank)	(Blank)	%	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Blank)	(Blank)	(Blank)
	WD 1: Statement of purpose, focus, and organization				WD 2: Evidence and elaboration				WD 3: Conventions of standard English																																																											
	Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two																																																							
Count	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Blank)	(Blank)	(Blank)																																																							
%	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Blank)	(Blank)	(Blank)																																																							
				FSA QUICK FACTS <table border="1"> <thead> <tr> <th colspan="6">PERCENT WITHIN EACH ACHIEVEMENT LEVEL</th> <th>AVERAGE MASTERY</th> <th>AVERAGE SCALE SCORE</th> </tr> <tr> <th>LEVEL 1</th> <th>LEVEL 2</th> <th>LEVEL 3</th> <th>LEVEL 4</th> <th>LEVEL 5</th> <th>LEVEL 3-5</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>18</td> <td>32</td> <td>35</td> <td>12</td> <td>79</td> <td>3.9</td> <td>315</td> </tr> </tbody> </table>											PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY	AVERAGE SCALE SCORE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5			3	18	32	35	12	79	3.9	315																														
PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY	AVERAGE SCALE SCORE																																																													
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5																																																															
3	18	32	35	12	79	3.9	315																																																													

11 Chart Performance at grade 3 on tested categories in ELA




SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS													
FSA		ENGLISH															
SCHOOL LEVEL CHARACTERISTICS																	
School Type All		School EXCELSIOR CHARTER OF BROWARD															
Year 2018	Grade 3	Charter Flag All	Title I All														
Cadre All	Board Member All	I-Zone All															
STUDENT LEVEL CHARACTERISTICS																	
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male		Ethnicity All		ELL <input type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student													
Gifted <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted		ESE <input type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student		FRL <input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student													
 BROWARD <small>Established 1915</small> County Public Schools				Educating Today's Students to Succeed in Tomorrow's World													
				SUBSKILL INDICATORS													
				COUNT			PERCENT			POINTS POSSIBLE			POINTS EARNED				
				3			40			15			6				
				3			58			16			9				
				3			50			8			4				
				3			61			11			7				
				Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards. Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.													
				C5 W Text Based Writing (Total Points Earned)													
				ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN			
Count	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...			
%	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...			
				WD 1: Statement of purpose, focus, and organization				WD 2: Evidence and elaboration				WD 3: Conventions of standard English					
				Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two	
Count	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Blank)	(Blank)	(Blank)	
%	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Blank)	(Blank)	(Blank)	
FSA QUICK FACTS																	
PERCENT WITHIN EACH ACHIEVEMENT LEVEL												AVERAGE MASTERY		AVERAGE SCALE SCORE			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5	2.8		297									
33	33	33	0	0	33												

Chart # 12 Performance of SWD students on the ELA portion of the FSA by categories

SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS																																														
FSA		ENGLISH																																																
SCHOOL LEVEL CHARACTERISTICS																																																		
School Type All		School EXCELSIOR CHARTER OF BROWARD																																																
Year 2018	Grade 3	Charter Flag All	Title I All																																															
Cadre All	Board Member All	I-Zone All																																																
STUDENT LEVEL CHARACTERISTICS																																																		
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male		Ethnicity All		ELL <input type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student																																														
Gifted <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted		ESE <input type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student		FRL <input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student																																														
 BROWARD County Public Schools				Educating Today's Students to Succeed in Tomorrow's World																																														
				Subskill Indicators <table border="1"> <thead> <tr> <th>Subskill Indicators</th> <th>Count</th> <th>Percent</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>C1 KID Key Ideas and Details</td> <td>2</td> <td>50</td> <td>15</td> <td>8</td> </tr> <tr> <td>C2 CS Craft and Structure</td> <td>2</td> <td>59</td> <td>16</td> <td>10</td> </tr> <tr> <td>C3 IKI Integration of Knowledge and Ideas</td> <td>2</td> <td>38</td> <td>8</td> <td>3</td> </tr> <tr> <td>C4 LE Language and Editing Task</td> <td>2</td> <td>73</td> <td>11</td> <td>8</td> </tr> </tbody> </table>											Subskill Indicators	Count	Percent	Points Possible	Points Earned	C1 KID Key Ideas and Details	2	50	15	8	C2 CS Craft and Structure	2	59	16	10	C3 IKI Integration of Knowledge and Ideas	2	38	8	3	C4 LE Language and Editing Task	2	73	11	8											
Subskill Indicators	Count	Percent	Points Possible	Points Earned																																														
C1 KID Key Ideas and Details	2	50	15	8																																														
C2 CS Craft and Structure	2	59	16	10																																														
C3 IKI Integration of Knowledge and Ideas	2	38	8	3																																														
C4 LE Language and Editing Task	2	73	11	8																																														
				C5 W Text Based Writing (Total Points Earned) <table border="1"> <thead> <tr> <th></th> <th>ZERO</th> <th>ONE</th> <th>TWO</th> <th>THREE</th> <th>FOUR</th> <th>FIVE</th> <th>SIX</th> <th>SEVEN</th> <th>EIGHT</th> <th>NINE</th> <th>TEN</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> </tr> <tr> <td>%</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> <td>(Bla...</td> </tr> </tbody> </table>												ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN	Count	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	%	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...
	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN																																							
Count	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...																																							
%	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...	(Bla...																																							
				FSA QUICK FACTS <table border="1"> <thead> <tr> <th colspan="6">PERCENT WITHIN EACH ACHIEVEMENT LEVEL</th> <th colspan="2">AVERAGE MASTERY</th> <th colspan="2">AVERAGE SCALE SCORE</th> </tr> <tr> <th>LEVEL 1</th> <th>LEVEL 2</th> <th>LEVEL 3</th> <th>LEVEL 4</th> <th>LEVEL 5</th> <th>LEVEL 3-5</th> <th colspan="2"></th> <th colspan="2"></th> </tr> </thead> <tbody> <tr> <td>0</td> <td>50</td> <td>50</td> <td>0</td> <td>0</td> <td>50</td> <td colspan="2">3.2</td> <td colspan="2">303</td> </tr> </tbody> </table>											PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY		AVERAGE SCALE SCORE		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5					0	50	50	0	0	50	3.2		303							
PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY		AVERAGE SCALE SCORE																																										
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5																																													
0	50	50	0	0	50	3.2		303																																										

14 Chart Performance by ELL students in grade 3 on the ELA by categories

SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS																							
FSA		ENGLISH																									
SCHOOL LEVEL CHARACTERISTICS				SUBSKILL INDICATORS				COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED																
School Type		School		C1 KID Key Ideas and Details				46	45	13	6																
All		EXCELSIOR CHARTER OF BROWARD		C2 CS Craft and Structure				46	59	13	8																
Year		Grade		Charter Flag		Title I		C3 IKI Integration of Knowledge and Ideas																			
2018		4		All		All		C4 LE Language and Editing Task																			
Cadre		Board Member		I-Zone		Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.																					
All		All		All		Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.																					
STUDENT LEVEL CHARACTERISTICS				C5 W Text Based Writing (Total Points Earned)																							
Gender		Ethnicity		ELL		ZERO		ONE		TWO		THREE		FOUR		FIVE		SIX		SEVEN		EIGHT		NINE		TEN	
<input type="checkbox"/> Female		All		<input type="checkbox"/> ELL Student		Count	3	0	4	2	6	12	13	4	2	0	0										
<input type="checkbox"/> Male				<input type="checkbox"/> Non-ELL Student		%	6.5	0.0	8.7	4.3	13.0	26.1	28.3	8.7	4.3	0.0	0.0										
Gifted		ESE		FRL		WD 1: Statement of purpose, focus, and organization				WD 2: Evidence and elaboration				WD 3: Conventions of standard English													
<input type="checkbox"/> Gifted		<input type="checkbox"/> ESE Student		<input type="checkbox"/> FRL Student		Count	3	10	27	6	0	3	11	30	2	0	7	17	22								
<input type="checkbox"/> Non-Gifted		<input type="checkbox"/> Non-ESE Student		<input type="checkbox"/> Non-FRL Student		%	6.5	21.7	58.7	13.0	0.0	6.5	23.9	65.2	4.3	0.0	15.2	37.0	47.8								
 BROWARD County Public Schools <small>Established 1915</small>				FSA QUICK FACTS																							
Educating Today's Students to Succeed in Tomorrow's World				PERCENT WITHIN EACH ACHIEVEMENT LEVEL				AVERAGE MASTERY				AVERAGE SCALE SCORE															
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5																		
				24	35	17	20	4	41	2.9				307													

Microsoft Power BI

< 1 of 5 >

↶ ↷

Chart # 15 addresses the 4th Grade performance of the ELA portion of the FSA.


SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS																																																													
FSA		ENGLISH																																																															
SCHOOL LEVEL CHARACTERISTICS																																																																	
School Type All		School EXCELSIOR CHARTER OF BROWARD																																																															
Year 2018	Grade 4	Charter Flag All	Title I All																																																														
Cadre All	Board Member All	I-Zone All																																																															
STUDENT LEVEL CHARACTERISTICS																																																																	
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male		Ethnicity All		ELL <input type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student																																																													
Gifted <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted		ESE <input checked="" type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student		FRL <input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student																																																													
 BROWARD County Public Schools Established 1915 Educating Today's Students to Succeed in Tomorrow's World																																																																	
				SUBSKILL INDICATORS <table border="1"> <thead> <tr> <th></th> <th>COUNT</th> <th>PERCENT</th> <th>POINTS POSSIBLE</th> <th>POINTS EARNED</th> </tr> </thead> <tbody> <tr> <td>C1 KID Key Ideas and Details</td> <td>3</td> <td>28</td> <td>13</td> <td>4</td> </tr> <tr> <td>C2 CS Craft and Structure</td> <td>3</td> <td>38</td> <td>13</td> <td>5</td> </tr> <tr> <td>C3 IKI Integration of Knowledge and Ideas</td> <td>3</td> <td>41</td> <td>13</td> <td>5</td> </tr> <tr> <td>C4 LE Language and Editing Task</td> <td>3</td> <td>48</td> <td>13</td> <td>6</td> </tr> </tbody> </table> <p>Note: Using the ELA Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.</p>									COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED	C1 KID Key Ideas and Details	3	28	13	4	C2 CS Craft and Structure	3	38	13	5	C3 IKI Integration of Knowledge and Ideas	3	41	13	5	C4 LE Language and Editing Task	3	48	13	6																													
	COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED																																																													
C1 KID Key Ideas and Details	3	28	13	4																																																													
C2 CS Craft and Structure	3	38	13	5																																																													
C3 IKI Integration of Knowledge and Ideas	3	41	13	5																																																													
C4 LE Language and Editing Task	3	48	13	6																																																													
				C5 W Text Based Writing (Total Points Earned) <table border="1"> <thead> <tr> <th></th> <th>ZERO</th> <th>ONE</th> <th>TWO</th> <th>THREE</th> <th>FOUR</th> <th>FIVE</th> <th>SIX</th> <th>SEVEN</th> <th>EIGHT</th> <th>NINE</th> <th>TEN</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>%</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>66.7</td> <td>0.0</td> <td>33.3</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>									ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN	Count	0	0	0	2	0	1	0	0	0	0	0	%	0.0	0.0	0.0	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0																		
	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN																																																						
Count	0	0	0	2	0	1	0	0	0	0	0																																																						
%	0.0	0.0	0.0	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0																																																						
				<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="5">WD 1: Statement of purpose, focus, and organization</th> <th colspan="5">WD 2: Evidence and elaboration</th> <th colspan="2">WD 3: Conventions of standard English</th> </tr> <tr> <th>Zero</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Zero</th> <th>One</th> <th>Two</th> <th>Three</th> <th>Four</th> <th>Zero</th> <th>One</th> <th>Two</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>0</td> </tr> <tr> <td>%</td> <td>0.0</td> <td>66.7</td> <td>33.3</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>66.7</td> <td>33.3</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>100.0</td> <td>0.0</td> </tr> </tbody> </table>									WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English		Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two	Count	0	2	1	0	0	0	2	1	0	0	0	3	0	%	0.0	66.7	33.3	0.0	0.0	0.0	66.7	33.3	0.0	0.0	0.0	100.0	0.0
	WD 1: Statement of purpose, focus, and organization					WD 2: Evidence and elaboration					WD 3: Conventions of standard English																																																						
	Zero	One	Two	Three	Four	Zero	One	Two	Three	Four	Zero	One	Two																																																				
Count	0	2	1	0	0	0	2	1	0	0	0	3	0																																																				
%	0.0	66.7	33.3	0.0	0.0	0.0	66.7	33.3	0.0	0.0	0.0	100.0	0.0																																																				
				FSA QUICK FACTS <table border="1"> <thead> <tr> <th colspan="6">PERCENT WITHIN EACH ACHIEVEMENT LEVEL</th> <th colspan="2">AVERAGE MASTERY</th> <th colspan="2">AVERAGE SCALE SCORE</th> </tr> <tr> <th>LEVEL 1</th> <th>LEVEL 2</th> <th>LEVEL 3</th> <th>LEVEL 4</th> <th>LEVEL 5</th> <th>LEVEL 3-5</th> <th colspan="2"></th> <th colspan="2"></th> </tr> </thead> <tbody> <tr> <td>33</td> <td>67</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td colspan="2">1.9</td> <td colspan="2">289</td> </tr> </tbody> </table>								PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY		AVERAGE SCALE SCORE		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5					33	67	0	0	0	0	1.9		289																									
PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY		AVERAGE SCALE SCORE																																																									
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5																																																												
33	67	0	0	0	0	1.9		289																																																									

Chart # 16. Grade 4 SWD students' performance on the ELA portion of the FSA.


SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS				
FSA		MATH						
SCHOOL LEVEL CHARACTERISTICS				SUBSKILL INDICATORS				
School Type		School		COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED	
All		EXCELSIOR CHARTER OF BROWARD		M1 MATH SUBSKILL ONE	80	75	17	14
				M2 MATH SUBSKILL TWO	80	69	10	7
				M3 MATH SUBSKILL THREE	80	61	16	10
				M4 MATH SUBSKILL FOUR	80	56	18	10
				M5 MATH SUBSKILL FIVE	80	(Bla...	(Blank)	(Blank)
STUDENT LEVEL CHARACTERISTICS				<p>Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.</p> <p>Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten Grade 4: Operations and Algebraic Thinking Grade 5: Operations, Algebraic Thinking, and Fractions Grades 6-7: Ratio and Proportional Relationships Grade 8: Expressions and Equations.</p> <p>Subskill 2: Grade 3: Numbers and Operations – Fractions Grades 4-5: Numbers and Operations in Base Ten Grades 6-7: Expressions and Equations Grade 8: Functions.</p> <p>Subskill 3: Grades 3,5: Measurement, Data, and Geometry Grade 4: Numbers and Operations – Fractions Grades 6-8: Geometry.</p> <p>Subskill 4: Grade 4: Measurement, Data, and Geometry Grades 6-7: Statistics and Probability Grade 8: Statistics & Probability and The Number System.</p> <p>Subskill 5: Grades 6-7: The Number System.</p> <p>Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.</p>				
Gender		Ethnicity						
<input type="checkbox"/> Female <input type="checkbox"/> Male		All		<input type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student				
<input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted		<input type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student		<input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student				
 Educating Today's Students to Succeed in Tomorrow's World				FSA QUICK FACTS				
PERCENT WITHIN EACH ACHIEVEMENT LEVEL						AVERAGE MASTERY		AVERAGE SCALE SCORE
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5	3.5		311
18	16	21	31	14	66			

Chart # 17 addresses the school-wide math portion for the FSA based on subskills.


SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS						
FSA		MATH								
SCHOOL LEVEL CHARACTERISTICS				SUBSKILL INDICATORS						
School Type All		School EXCELSIOR CHARTER OF BROWARD		M1 MATH SUBSKILL ONE	COUNT 5	PERCENT 49	POINTS POSSIBLE 17	POINTS EARNED 11		
Year 2018	Grade All	Charter Flag All	Title I All	M2 MATH SUBSKILL TWO	5	39	10	4		
Cadre All		Board Member All	I-Zone All	M3 MATH SUBSKILL THREE	5	39	16	7		
STUDENT LEVEL CHARACTERISTICS				M4 MATH SUBSKILL FOUR						
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male	Ethnicity All	ELL <input checked="" type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student		M5 MATH SUBSKILL FIVE	5	(Bla...	(Blank)	(Blank)		
Gifted <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted	ESE <input type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student	FRL <input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student		<p>Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.</p> <p>Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten Grade 4: Operations and Algebraic Thinking Grade 5: Operations, Algebraic Thinking, and Fractions Grades 6-7: Ratio and Proportional Relationships Grade 8: Expressions and Equations.</p> <p>Subskill 2: Grade 3: Numbers and Operations – Fractions Grades 4-5: Numbers and Operations in Base Ten Grades 6-7: Expressions and Equations Grade 8: Functions.</p> <p>Subskill 3: Grades 3-5: Measurement, Data, and Geometry Grade 4: Numbers and Operations – Fractions Grades 6-8: Geometry.</p> <p>Subskill 4: Grade 4: Measurement, Data, and Geometry Grades 6-7: Statistics and Probability Grade 8: Statistics & Probability and The Number System.</p> <p>Subskill 5: Grades 6-7: The Number System.</p> <p>Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.</p>						
 BROWARD County Public Schools Established 1915 Educating Today's Students to Succeed in Tomorrow's World				FSA QUICK FACTS						
				PERCENT WITHIN EACH ACHIEVEMENT LEVEL					AVERAGE MASTERY	AVERAGE SCALE SCORE
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5	
60	0	20	20	0	40	2.4	283			

Chart # 18 This chart addresses the ELL student’s performance on the Math portion of the FSA.


SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS							
FSA		MATH									
SCHOOL LEVEL CHARACTERISTICS											
School Type All		School EXCELSIOR CHARTER OF BROWARD									
Year 2018	Grade All	Charter Flag All	Title I All								
Cadre All	Board Member All	I-Zone All									
STUDENT LEVEL CHARACTERISTICS											
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male		Ethnicity All		ELL <input type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student							
Gifted <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted		ESE <input type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student		FRL <input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student							
 BROWARD County Public Schools Established 1915				Educating Today's Students to Succeed in Tomorrow's World							
				Note: Using the MATH Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards Subskill 1: Grade 3: Operations, Algebraic Thinking, and Numbers in Base Ten Grade 4: Operations and Algebraic Thinking Grade 5: Operations, Algebraic Thinking, and Fractions Grades 6-7: Ratio and Proportional Relationships Grade 8: Expressions and Equations Subskill 2: Grade 3: Numbers and Operations – Fractions Grades 4-5: Numbers and Operations in Base Ten Grades 6-7: Expressions and Equations Grade 8: Functions Subskill 3: Grades 3,5: Measurement, Data, and Geometry Grade 4: Numbers and Operations – Fractions Grades 6-8: Geometry Subskill 4: Grade 4: Measurement, Data, and Geometry Grades 6-7: Statistics and Probability Grade 8: Statistics & Probability and The Number System. Subskill 5: Grades 6-7: The Number System. Caution: The number of questions in each category changes each year, so year by year and grade by grade comparisons are not valid.							
				FSA QUICK FACTS							
				PERCENT WITHIN EACH ACHIEVEMENT LEVEL			AVERAGE MASTERY	AVERAGE SCALE SCORE			
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5		
				50	33	0	17	0	17	2.3	289

Chart # 19 School-wide Math Break down by subskills for the SWD students

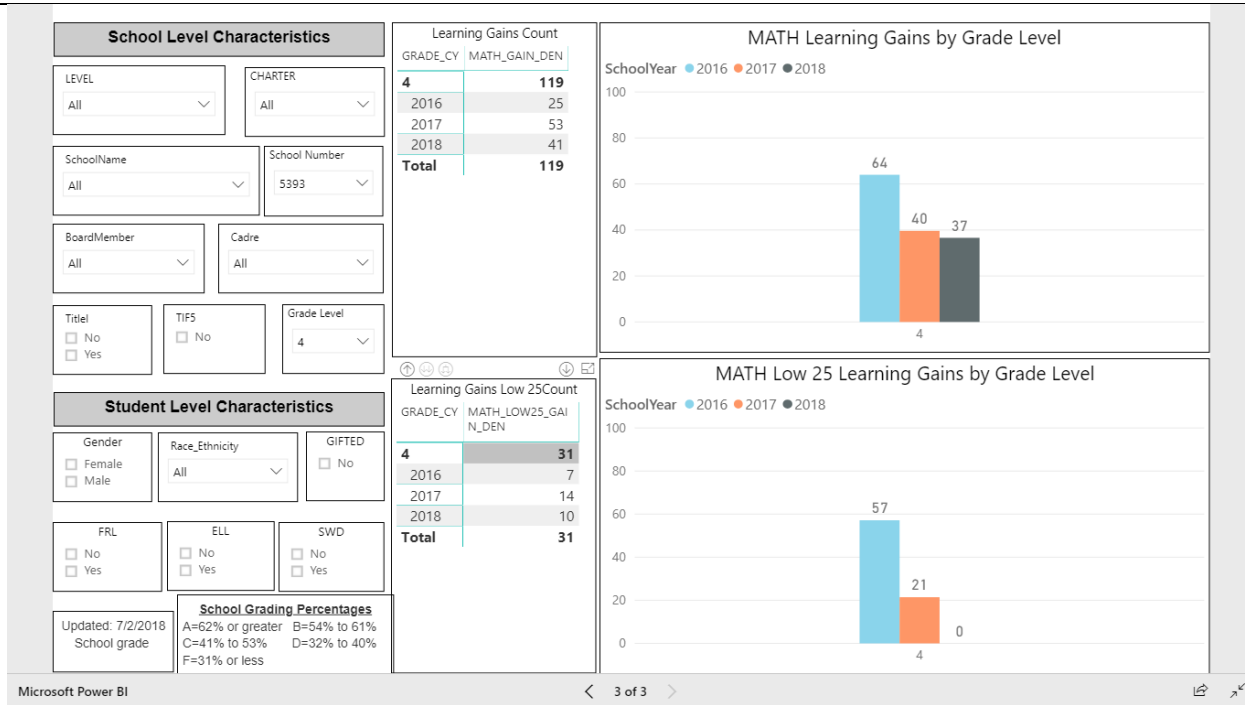


Chart # 20. This is a depiction of the gains made at 4th grade as well as the performance of the bottom 25% students.

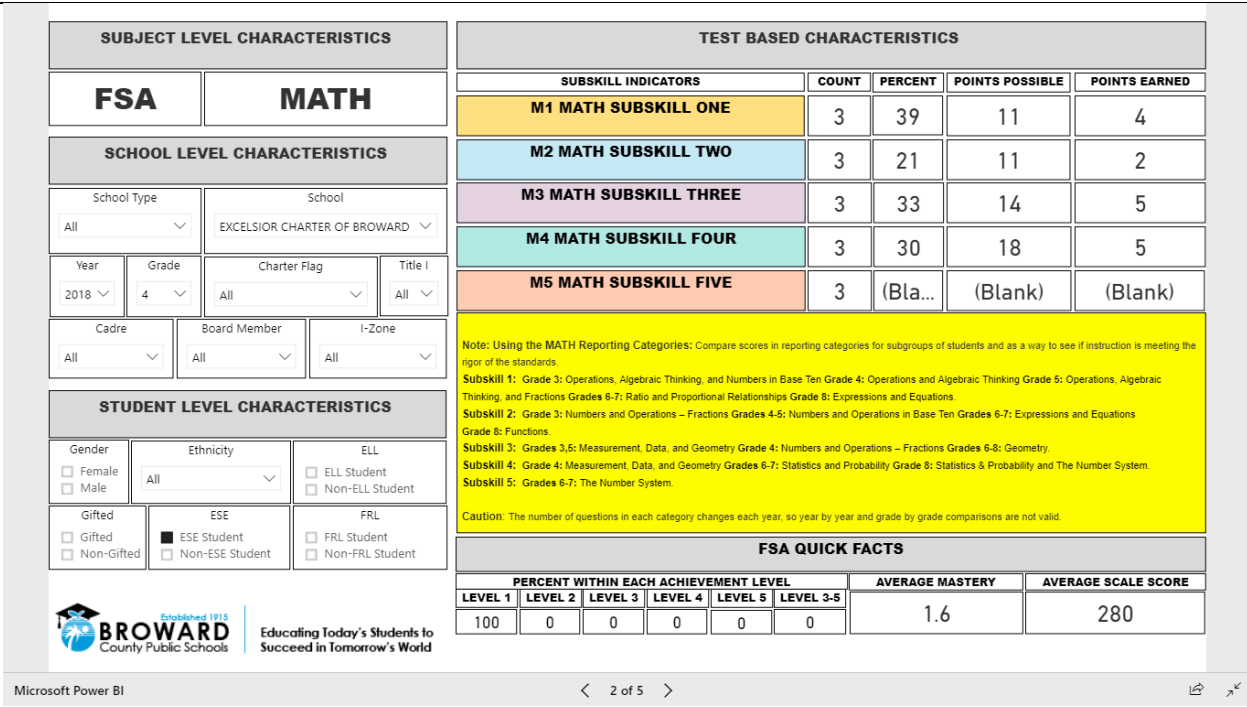


Chart # 21 Grade 4 ESE/ SWD students’ performance on Math.

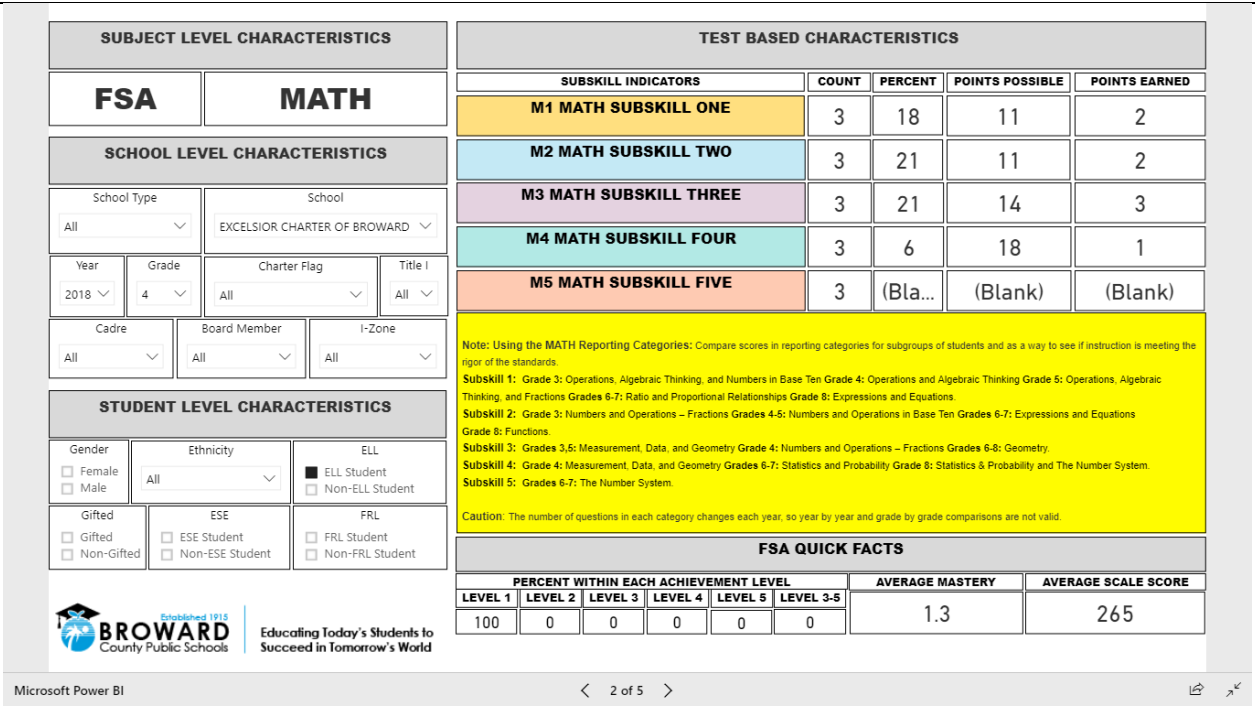



Chart # 22. ELL in Grade 4 Math performance on different subskills of the Math portion of the FSA.

SUBJECT LEVEL CHARACTERISTICS				TEST BASED CHARACTERISTICS					
FCAT FSA		SCIENCE BIOLOGY EOC		SUBSKILL INDICATORS		COUNT	PERCENT	POINTS POSSIBLE	POINTS EARNED
SCHOOL LEVEL CHARACTERISTICS				SCIENCE					
School Type Charter Elementary		School EXCELSIOR CHARTER OF BROWARD		Nature of Science		(Bla...	(Bla...	(Blank)	(Blank)
Year 2018		Grade All		Earth and Space Sciences		(Bla...	(Bla...	(Blank)	(Blank)
Charter Flag All		Title I All		Physical Science		(Bla...	(Bla...	(Blank)	(Blank)
Cadre All		Board Member All		Life Science		(Bla...	(Bla...	(Blank)	(Blank)
I-Zone All				PERCENT WITHIN EACH ACHIEVEMENT LEVEL		AVERAGE MASTERY		AVERAGE SCALE SCORE	
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
				(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
						(Blank)		(Blank)	
STUDENT LEVEL CHARACTERISTICS				BIOLOGY					
Gender <input type="checkbox"/> Female <input type="checkbox"/> Male		Ethnicity All		ELL <input type="checkbox"/> ELL Student <input type="checkbox"/> Non-ELL Student		Molecular and Cellular Biology		(Blank)	
Gifted <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Gifted		ESE <input type="checkbox"/> ESE Student <input type="checkbox"/> Non-ESE Student		FRL <input type="checkbox"/> FRL Student <input type="checkbox"/> Non-FRL Student		Classification Heredity and Evolution		(Blank)	
						Organisms Populations and Ecosystems		(Blank)	
						PERCENT WITHIN EACH ACHIEVEMENT LEVEL		AVERAGE MASTERY	
				LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 3-5
				(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
						(Blank)		(Blank)	
 Educating Today's Students to Succeed in Tomorrow's World				Note: Using the SCIENCE or BIOLOGY Reporting Categories: Compare scores in reporting categories for subgroups of students and as a way to see if instruction is meeting the rigor of the standards.					

Charts # 23

NGSSS Science- Excelsior Charter of Broward did not have a 5th grade class or students during the 2017-2018 school year. Therefore, there is no previous year(s) Science data to report. The table below reflects Science Beginning of the Year 2018 assessment data for Grade 5 students. Science assessment data was not available (at this time) for students in Grades K-4.

2018- Grade 5 Benchmark

Percentage of items Correct	80-100%	60-79%	40-59%	20-39%	0-19%
# of Students Scoring in each range	0	0	6	7	1
Percentage of Students Scoring in each range	0	0	42%	50%	7%

School: 5393 - Excelsior Charter Of Broward (5393)

Grade Distribution

Grade Level	Non ELL Students	% of Total Non ELL Students	ELL Students	% of Total ELL Students	All Students	% of Total All Students
Pre-K	-		-		-	
K	16	10%	6	24%	22	12%
1	31	20%	11	44%	42	23%
2	40	26%	-		40	22%
3	21	14%	4	16%	25	14%
4	31	20%	3	12%	34	19%
5	16	10%	1	4%	17	9%
6	-		-		-	
7	-		-		-	
8	-		-		-	
9	-		-		-	
10	-		-		-	
11	-		-		-	
12	-		-		-	
	155		25		180	

Age Distribution

Age in Years	Non ELL Students	% of Total Non ELL Students	ELL Students	% of Total ELL Students	All Students	% of Total All Students
5	13	8%	4	16%	17	9%
6	30	19%	9	36%	39	22%
7	31	20%	4	16%	35	19%
8	27	17%	2	8%	29	16%
9	31	20%	4	16%	35	19%
10	19	12%	2	8%	21	12%
11	3	2%	-		3	2%
12	1	1%	-		1	1%
13	-		-		-	
14	-		-		-	

Chart #24- Age and Grade Analysis of ELL's in relation the school's population.

Date: 12:49:24 PM ACCESS for ELLs Broward County Public Schools											
School: 5393 - Excelsior Charter Of Broward (5393) Students: All active Score Improvement: Any increase Dates: 7/1/2018 - 6/30/2019											
Grade	Count	Speaking	Listening	Reading	Writing	CPL	One Domain	Two Domains	Three Domains	Four Domains	Tested Out
3	6	5	4	4	2	3	1	2	2	1	-
4	6	5	2	2	1	3	3	2	1	-	-
5	2	-	-	-	-	-	-	-	-	-	-
Totals:	14	10	6	6	3	6	4	4	3	1	-

Grade	Speaking	Listening	Reading	Writing	CPL
3	83%	67%	67%	33%	50%
4	83%	33%	33%	17%	50%
5					

Grade	One Domain	Two Domains	Three Domains	Four Domains	Tested Out
3	17%	33%	33%	17%	
4	50%	33%	17%		
5					

Analysis Disclaimer
 This ACCESS for ELLs can be used to assist in the assessment of Students based on data stored in ESLReps. This analysis shown is based on your ESLReps Student records as of 12:49:24 PM on and is only as accurate as the Student records stored in ESLReps at that point in time. Only Active Students in 1st through 12th grades with at least 2 valid ACCESS for ELLs scores are included in this analysis. The two most recent ACCESS for ELLs scores for each Student are used to determine the score improvement. The Tested Out column shows Students that are Non ELL and have an Exit LEP Date.

Chart #25- ACCESS 2.0 score report for ELL’s English Language Proficiency over the last two years.

6-8 Academic Data: N/A
 N/A

9-12 Academic Data N/A

3. Student Achievement Objectives

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

Based on the analysis of the student achievement data, identify and define areas in need of improvement for the following group: Students scoring at or above level 3 on the FSA. Furthermore, we will identify the areas of need for students falling below Level 2 on the FSA. Excelsior Charter will also identify the students in math, who perform at level 3 or above and provide enrichment for them, in like manner, the students scoring at or below Level 2 will be provided pullout on a bi-weekly basis.

4. Student Performance Data Analysis

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

K-2 Academic Data Analysis:

Data from the 2018 FLKRS administration reveals that the majority of kindergarten students entered school performing at either early emergent or late emergent stages of reading. This means that many students will require intense foundational literacy instruction in order to achieve success this year. Significant areas of deficiency were phonemic awareness, phonics and vocabulary. Students showed strengths in sub domains of alphabetic principles, concepts of words and visual discrimination. Comprehension of paragraphs and sentences was also lacking among tested students. While sub domain data for Excelsior Charter of Broward students was not able to be obtained, it was noted that 58.8% of kindergarten students tested in 2017 scored at the late emergent or transitional reader ranges. Overall, Kindergarten students entering Excelsior Charter of Broward in 2017 showed a greater readiness for grade level instruction than our current students.

Overall students in grades Kindergarten through Grade 2 are performing below level in Reading according the 2018 i-Ready Reading Diagnostic. . Subskills that are significantly deficient are comprehension of literature for kindergarteners and first graders and vocabulary for students in Grade 2. This is significantly different from the 2017 fall administration where only 50% of first and second graders were below level in Reading-overall.

In addition, students are showing substantial deficits in Mathematics. The 2018 i-Ready Mathematics Diagnostics reveal a strong deficit in this area-overall, with significant weaknesses in Measurement and Data. Students at this level, however, in 2017 showed strengths in Algebra and Algebraic Thinking.

Further analysis of this data revealed the following:

Section A- Zero students entered kindergartener as a probable reader (FLKRS-2018).

Section A- 78% of kindergarteners are deficient in the domain of Phonological Awareness (FLKRS-2018).

Section B- 67% of kindergarteners are below level in Reading. (i-Ready 2018).

Section B- 82% of kindergarteners are below level in comprehension of literature (i-Ready 2018).

Section B- 72% of first grade students are below level in Reading (i-Ready 2018).

Section B- 72% of first graders are below level in comprehension of literature (i-Ready 2018).

Section B- 68% of second graders are below level in vocabulary (i-Ready 2018).

Section C- Only 50% of first graders were below level in Reading (i-Ready 2017).

Section C- Only 52% of second graders were below level in Reading (i-Ready 2017).

Section D- 74% of kindergarten students are below level in Mathematics. At least 70% are below level in Algebra and Algebraic thinking and Geometry (2018).

Section D- 89% of first graders are below level in Mathematics. 82% show a deficit in Numbers and Operations (i-Ready 2018).

Section D- Over 70% of second graders are below level in all areas of Mathematics: Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data and Geometry (i-Ready 2018).

Section E- Only 33% of first graders were performing below level in Algebra and Algebraic Thinking (i-Ready 2017).

Section E- Only 48% of second graders were performing below level in Algebra and Algebraic Thinking (i-Ready 2017).

3-5 Academic Data Analysis:

The data from the previous 3 years reflect a steady decline in performance of the students in different areas on a school-wide basis. As shown in Chart 1, section 2/5 the decline from B, C then to a D is evident in Math and Reading.

As we dug deeper into the data from the reports presented on SharePoint, the breakdown of the performance of the students showed the following:

1. Chart # 2 Showed no gains in 2018 for the bottom 25% of students.
2. It also showed a school-wide decline in ELA performance.
3. Chart #3 showed a decline in Math performance, school-wide and 0% gain in the lowest 25%.
4. Charts 4 - 7 reflect the performance of the ELL and SWD on Math and Reading, these showed that none of the students made any gains in any of the tested subjects, Mathematics or ELA.
5. Chart # 8 reflects a school-wide breakdown of the ELA tested categories. Here it is shown a definite weakness in three areas, Key ideas, and details, Craft & Structure as well as the integration of Knowledge and Ideas. The performance in Language and Editing is better with 72% proficiency here. We can continue to build on this strength.
6. Chart # 9 addressed the ELL's performance on the ELA portion of the FSA. The overall performance reflects a lack of support for the development of these students.
7. Chart # 10 addresses the performance of the SWD's performance on the ELA portion of the FSA. Similar to the ELL students, one sees a lack of support for the development of the students.

8. Chart # 11 addresses the performance of the third-grade students on the ELA portion of the FSA. Here it is seen that like the remainder of the school, there is a deficiency in Key Ideas and Integration of Knowledge. It should also be noted that all is not lost at 3rd grade. This was the grade that demonstrated a 79% proficiency in ELA.
9. Charts #s 12 & 13 address the ESE & SWD students', at third-grade, performance on the ELA portion of the FSA. Here once again in both subgroups, there is a definite lack of support for the language development of the students.
10. Chart # 15 Grade 4, ELA Portion of the FSA. Shows the tested categories. Here grade 4 shows a deficiency in all categories. They are somewhat stronger in category 4, that is Language and Editing. We will continue to build on their strengths and target the areas of weakness in Key Ideas & Details, Kraft and Structure as well as Integration of Knowledge and Ideas.
11. Chart # 16 Continue to be very weak in these four categories. This shows a lack of support for the students in this subgroup.
12. Looking back at charts 11 & 15, it is evident that text-based writing is a weakness. No student was able to score a ten on the writing portion of the FSA.
13. Chart #17 addresses the school-wide math portion of the FSA. This section shows the tested subskills. Based on the data presented on this chart the students are relatively performing at proficiency level in most of the subskills except subskill 4. This is their weakest area. This subskill deals with measurement, data and geometry.
14. Chart # 18 ELL math performance school-wide on the subskills of the FSA. The students are performing below expectation on all four subskills. This demonstrates a lack of teacher support for the development of the students, meaning, that there appears to have been very little differentiated approach to the instructions and development of the ELL students.
15. Chart # 19 Depicts the **School-wide Math Break down by subskills for the SWD students'** performance on various subskills of the mathematics portion of the FSA. The information presented on this data, shows that the students are struggling in all 4 subskills of math.
16. Chart # 20 is a reflection of the general direction of Math at 4th Grade level. The general population of 4th grade has seen a steady decline in proficiency and the same 0% growth for the students below the 25%.
17. Charts # 21 & 22 reflect the performance of the ELL and SWD students at 4th grade on the Math portion of the FSA. This data is sharing with us that both groups of students are struggling in all 4 subskills of math.
18. Chart # 23 is the Science Data. Excelsior however, is showing nothing because we have not had any 5th Grade. This year will be our first year with 5th grade. We will use the results from the start of year Science test administered, as our baseline data.

19. Chart # 24 depicts the distribution of ELLs by age and grade levels in relation to school’s population. It reflects the percent of ELLs represented at each grade level and by age.
20. Chart #25 portrays the ELLs performance on the ACCESS 2.0 English proficiency test over the last 2 years. The data indicates that this sub-group has made no gains, but has regressed on the most recent score report in comparison to the previous year. This might be an indication of the need for an intensified literacy rich classroom environment and a more robust or explicit form of instruction.

6-8 Academic Data Analysis:

N/A

9-12 Academic Data Analysis:

N/A

5. Student Performance Deficiency Plan

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

1. **Deficiency:**

Based on the 2018, Diagnostic i-Ready Assessment, an average of 65% of students in Grades 1-2 are below level in reading. Based on 2018, FLKRS screening, 39% of kindergartners are identified as Early Emergent readers. Students are lacking skills in Phonemic Awareness and Phonics as well as Comprehension of Informational and Literary Text.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Literacy	September-April	Houghton Mifflin Harcourt Journeys Literacy Continuum- Balanced Literacy Fountas and Pinnell	Fountas and Pinnell Benchmark Assessment System i-Ready Diagnostic Assessments	Classroom Teacher Reading Coach Principal	Tier One All students will receive a minimum of 90 minutes of 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. This will be followed up with differentiated strategies for a small group, independent sessions, and literacy centers. Oral language, phonemic awareness, phonics, fluency,

		<p>i-Ready online instruction and Tools for Instruction Florida Coach For Reading</p>	<p>Houghton Mifflin Harcourt Journeys Assessments</p>	<p>vocabulary and comprehension, both literary and informational, are components of reading that will be explicitly and systematically addressed as needed throughout the literacy block. Tier 2 and Tier 3 students will receive explicit instruction a minimum of two times per week for thirty minutes.</p> <p>Also, all teachers will receive support utilizing a Balanced Literacy framework for instruction that will include interactive read aloud, mini-lessons for Readers and Writers workshops and guided and independent reading.</p> <p>All comprehensive core literacy instruction will be aligned to the Florida Standards and to the appropriate goals as outlined in the Fountas and Pinell Literacy Continuum.</p> <p>Accelerated Reader/Leveled Reading All students will be encouraged to maintain independent reading materials to address informational and nonfictional text based on BAS and AR levels and goals. Students will visit classroom and school libraries to replenish books as needed. Independent reading, followed by conferencing by the teacher will be promoted to monitor instructional reading objectives.</p> <p>i-Ready and Florida Coach All students will be assigned independent access to online literacy instruction encompassing the areas of reading (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension, both literary and informational) as needed. Students will utilize a computer lab during the day at least twice per week for a minimum of 30 minutes to complete differentiated literacy lessons based on the results of their most recent Diagnostic Assessment. Classroom teachers will monitor students’ progress weekly and provide differentiated reinforcement and enrichment using the i-Ready tools for instruction resources during small group and individual tutoring sessions. All supplemental instruction will take place outside of the students 90 minute reading block and will be provided by trained paraprofessionals and the Reading Coach.</p> <p>Professional Development Staff meetings will include research-based tools to support professional learning and strengthen student achievement. Teachers will have access to research-based professional literature and resources to facilitate individual and school-wide learning goals. Information regarding district led literacy trainings will be</p>
--	--	---	---	---

					shared with staff throughout the school year via emails, school calendars, and information bulletins. Teachers will be permitted to attend these district led trainings.
--	--	--	--	--	--

2. **Deficiency:**

Based on the 2018, ELA Florida Standards Assessment, 71% of students did not demonstrate learning gains. Fourth grade students showed deficiencies in all categories assessed: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas and Language and Editing Tasks.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Literacy	September-April	<p>Houghton Mifflin Harcourt Journeys</p> <p>Literacy Continuum-Balanced Literacy Fountas and Pinnell</p> <p>i-Ready online instruction and Tools for Instruction</p> <p>Triumph Learning Florida Coach</p>	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>i-Ready Diagnostic Assessments and Online Instruction</p> <p>Houghton Mifflin Harcourt Journeys Assessments</p> <p>Teacher created Florida Standards mini-assessments</p>	<p>Classroom Teacher</p> <p>Reading Coach</p> <p>Principal</p>	<p>Tier One All students will receive a minimum of 90 minutes of 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 strategies for a 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.</p> <p>Also, all teachers will receive support utilizing a Balanced Literacy framework for instruction that will incorporate interactive read aloud, mini-lessons for Readers and Writers Workshops and guided and independent reading.</p> <p>All comprehensive core literacy instruction will be aligned to the Florida Standards and to the appropriate goals as outlined in the Fountas and Pinell Literacy Continuum.</p> <p>Accelerated Reader/Leveled Reading All students will be encouraged to maintain independent reading materials to address informational and nonfictional text based on BAS and AR levels and goals. Students will visit classroom and school libraries to replenish books as needed. Independent reading, followed by conferencing by the teacher will be promoted to monitor instructional reading objectives.</p>

					<p>i-Ready All students will be assigned independent access to online literacy instruction encompassing the areas of reading (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension, both literary and informational) as needed. Students will utilize a computer lab during the day at least twice per week for a minimum of 30 minutes to complete differentiated literacy lessons based on the results of their most recent Diagnostic Assessment. Classroom teachers will monitor students’ progress weekly and provide differentiated reinforcement and enrichment using the i-Ready tools for instruction resources during small group and individual tutoring sessions.</p> <p>Content Area Integration Teachers will expose students to content area application of literacy standards across the content area of Florida NGSS Social Studies. Students will engage in learning and reading of the informational text that will address the domains of Social Studies-American History, Economics, Civics and Government, and Geography.</p> <p>Pull Out/Push-In Tutoring Students not demonstrating proficiency on weekly standards aligned quizzes and tests will receive remedial tutoring a minimum of twice per week for 40 minutes. Students will be supported by the Literacy Coach and trained personnel to administer differentiated standards-based lessons using Triumphs Learning Florida Coach materials.</p> <p>Professional Development Staff meetings will include research-based tools to support professional learning and strengthen student achievement. Teachers will have access to research-based professional literature and resources to facilitate individual and school-wide learning goals. Information regarding district led literacy training will be shared with staff throughout the school year via emails, school calendars, and informational bulletins.</p>
--	--	--	--	--	--

3. **Deficiency:**

Based on the 2018 Writing subtest of the ELA FSA, 12% of students earned 7 of 10 points. A total of 3 (6%) students earned 0 points. 65% of students earned 2 of 4 points in the Category of Evidence and Elaboration and 58% scored 2 of 4 points in the Category of Focus and Organization.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Literacy	October-April	<p>Florida Writing Standards Grades K-5 Journeys</p> <p>FSA Text-Based Writing Assessment Rubric</p>	<p>FSA Text-Based Writing Assessment Rubric</p> <p>Teacher Made Quarterly Writing Assessments:</p> <ol style="list-style-type: none"> 1. Narrative 2. Opinions 3. Informational <p>Achieve3000</p>	<p>Classroom Teacher</p> <p>Reading Coach</p> <p>Principal</p>	<p>Florida Writing Standards Teachers will utilize 2018 FSA data for tested 4th graders and Beginning of the Year Writing data for all students to align daily instruction with identified student needs. Classroom instruction will reflect alignment with grade level Florida Writing Standards and assessment criteria of Focus/Organization, Elaboration and Conventions. Teachers will utilize a Balanced Literacy approach to include Writing Workshop mini-lessons, explicit teaching, modeling and student conferencing. Teachers will monitor students’ progress using class facilitated and standards-based rubrics and will use the information to implement instruction.</p> <p>Writing Strategies and mini-lessons Teachers will receive training in research-based Writing Strategies via their attendance and participation in sessions offered by the Broward Schools District. Teachers will apply strategies via mini-lessons that are based on the differentiated needs and skill levels of students in their classroom.</p> <p>Monthly Writing Goals Each grade level will establish and monitor monthly writing goals and objectives to be taught and reinforced during the daily literacy block. Students’ writing samples will be monitored to document growth and determine further instructional needs. Students will apply learned techniques for planning, organizing, revising and editing their written thoughts. Published works will be collected and displayed throughout the school.</p> <p>FSA Text-Based Writing Tutoring 3rd-5th, Grade students not demonstrating proficiency in writing and who earned less than 5 points on the 2018 Florida Writing Standards Assessment will be referred to small group writing tutoring. The tutoring will be conducted by trained teachers, the Reading Coach, and principal for a period of two times per</p>

					week beginning in January 2019-April 2019. Journey's and Florida Coach, will be used in Instruction for the writing portion of the FSA.
--	--	--	--	--	---

4. **Deficiency:**

Based on the 2018, ELA Florida Standards Assessment, 0% of lower 25% of students demonstrated learning gains. Overall, students failed to show proficiency in all tested Categories: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Language and Editing Tasks.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Literacy	September-April	<p>Houghton Mifflin Harcourt Journeys</p> <p>Literacy Continuum-Balanced Literacy Fountas and Pinnell</p> <p>i-Ready online instruction and Tools for Instruction</p> <p>Triumph Learning Florida Coach</p> <p>Accelerated Reader</p> <p>Achieve 3000</p>	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>i-Ready Diagnostic Assessments and Online Instruction</p> <p>Houghton Mifflin Harcourt Journeys Assessments</p> <p>Teacher created Florida Standards mini-assessments</p>	<p>Classroom Teacher</p> <p>Reading Coach</p> <p>Principal</p>	<p>BASIS Data Management Support Classroom teachers will receive ongoing support accessing student data via the Broward County's comprehensive data monitoring tool. Students identified to be performing in the lowest 25% ile will be assessed using the Fountas and Pinnell Benchmark Assessment System. Houghton Mifflin Harcourt Journey and teacher-made assessments will be used to monitor progress and revise instruction as needed.</p> <p>Teachers will receive ongoing support analyzing student data to plan and implement lessons targeting students' reading deficiencies</p> <p>Teachers will work collaboratively with colleagues and support staff to plan, implement and monitor lessons addressing students' identified deficiencies using Houghton Mifflin Harcourt Journeys resources and assessments.</p> <p>Extended Reading All students will receive a minimum of 90 minutes of comprehensive core literacy instruction, plus an additional 30 minutes for explicit instruction in writing. Students performing in the lowest 25%ile and displaying persistent literacy challenges will receive additional instruction during an extended reading block. This extended reading block will take place three times per week for 20 minutes per day and will be administered and monitored by the classroom teacher with the support of the Reading Coach. Teachers will use Journeys intervention resources to supplement instruction during this time.</p> <p>Technology Tuesday The school's computer lab will remain open for a minimum of one hour each week beyond school hours to provide individual support to parents and students performing in the lowest 25% ile accessing online resources to complete</p>

					homework and remediate deficiencies. i-Ready, Achieve3000 and Accelerated Reader will be available for student usage at that time.
--	--	--	--	--	--

5. **Deficiency:** Based on the 2018 FSA Mathematics, 63% of students did not demonstrate learning gains in Mathematics. The 2017 and 2018 Math i-Ready Diagnostic Assessment indicated that 70% of Grades K-2 students are performing below level in Number Sense and Operations, Measurement and Data and Geometry.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Mathematics	September-April	Houghton Mifflin Harcourt Go Math i-Ready Diagnostic Assessment and Online Instruction STEMscopes	Houghton Mifflin Harcourt Go Math Chapter Assessments i-Ready Online Instruction i-Ready Tools for Instruction STEMscopes	Classroom Teacher Mathematics Coach Principal	<p>Tier One All students will receive a minimum of 60 minutes daily of comprehensive and core mathematics instruction using Houghton Mifflin Harcourt Go Math resources. Teachers will engage students with explicit and systematic whole group, small group and individualized instruction using grade level resources and hands-on manipulatives. Classrooms will also utilize math centers to build students differentiated knowledge and application of real-life math skills- including problem solving and inquiry-based learning.</p> <p>Content Area Integration Teachers will expose students to content area application of mathematics across the content area of science. Math strands, for instance, such as Measurement and Data and Geometry will be applied to students’ observations and analysis of scientific research through explicit instruction, modeling and guided practice.</p> <p>Pull Out/Push in Tutoring Students not demonstrating proficiency on weekly standards aligned Florida Go Math assessments will receive remedial tutoring a minimum of once per week for 30 minutes during their “Specials” time. These students will be supported by a Mathematics Coach and trained personnel to administer differentiated standards-based lessons using Houghton Mifflin Harcourt Go Math resources and i-Ready Tools for Instruction.</p> <p>Professional Development Teachers will participate in professional development offered by the Broward District Schools for Mathematics. They will also receive on-site support interpreting, managing and analyzing school-wide, class and student Mathematics data. Teachers will receive this ongoing support from the principal, Math Coach and trained staff members. Through collaborative team meetings, teachers will unpack Mathematics standards appropriate for their grade level(s) and provide feedback and strategies for classroom implementation.</p>

--	--	--	--	--	--

6. Deficiency:

Based on the 2018, Math Florida Standards Assessment, 0% of lower 25% ile students did **not** demonstrate learning gains. Students, including ELL and SWD sub groups, demonstrated a lack of proficiency understanding tasks in Number Sense, Algebra and Algebraic Thinking, Measurement and Data and Geometry.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Literacy	September-April	<p>Houghton Mifflin Harcourt Go Math</p> <p>i-Ready Diagnostic Assessments and Online instruction</p> <p>i-Ready Tools for Instruction</p>	<p>i-Ready Diagnostic Assessments and Online Instruction</p> <p>Houghton Mifflin Harcourt Go Math</p> <p>Teacher created Florida Standards aligned mini-assessments</p>	<p>Classroom Teacher</p> <p>Math Coach</p> <p>Principal</p>	<p>BASIS Data Management Support Classroom teachers will receive training accessing student data via the Broward County’s comprehensive data monitoring tool. Students identified to be performing in the lowest 25% ile will assign to i-Ready groups for differentiated management of online instruction. Houghton Mifflin Harcourt Go Math and teacher-made assessments will be used to monitor progress and revise instruction as needed.</p> <p>Teachers will receive ongoing support analyzing student data to plan and implement lessons targeting student’s math deficiencies</p> <p>Teachers will work collaboratively with colleagues and support staff to plan, implement and monitor lessons addressing students’ identified deficiencies using Houghton Mifflin Harcourt GO Math resources and assessments.</p> <p>Extended Math All students will receive a minimum of 60 minutes of comprehensive core math instruction. Students performing in the lowest 25%ile and displaying persistent math challenges will receive additional instruction during an extended math block. This extended math block will take place daily for 30 minutes per day using Go Math intervention resources and will be administered and monitored by the classroom teacher with the support of the Math Coach.</p> <p>Technology Tuesday (January-April) The school’s computer lab will remain open for a minimum of one hour each week beyond school hours to provide individual support to parents and students performing in the lowest 25% ile accessing online resources to complete homework and remediate deficiencies. i-Ready will be available for student use at that time.</p>

7. **Deficiency:** Core materials for both NGSS (Science) and NGSSS (Social Studies) are currently being accessed by teachers using web based resources only.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Science and Social Studies	October-May	STEMscopes Florida Department of Education Resources- C-Palms & Studies Weekly for Social Studies	Teacher Made Quizzes and Tests using Florida Department of Education Resources for NGSS and NGSSS & quizzes & Tests from Studies Weekly.	Classroom Teacher Reading Coach / Principal	<p>Core NGSSS Science and Social Studies Materials Materials for teacher led instruction and student learning for these content area subjects are in the process of being reviewed and purchased.</p> <p>Professional Development Professional development activities will provide teachers with opportunities to learn and share best practices for the integration of knowledge and ideas through informational text and content area reading throughout the literacy block.</p> <p>Hands on NGSS Science Lab A classroom will be designated for student investigative research and real world application of scientific processes.</p>

8. **Deficiency:** Based on the 2018 Access 2.0 and ELA FSA score reports, ELL students did not demonstrate growth in English language proficiency on the 2018 ACCESS 2.0 or FSA ELA and mathematics assessments.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
ESOL	September to May	Core content materials, Supplementary materials and resources targeted at language acquisition, ELlevation Strategies, Achieve 3000, I-Ready and Houghton Mifflin Harcourt: Go Math	Access 2.0 Achieve 3000 I-Ready tools for instruction	ESOL Contact General education teacher	<p>Analyzed Data</p> <p>The ACCESS 2.0 English language proficiency test is used to measure students' progress in learning English. It identifies where each student is located on the English language proficiency continuum, which ranges from Level 1- entering, Level 2- Emerging, level 3 Developing, Level 4- Expanding, Level 5 – Bridging and Level 6- Reaching. The data reports from the 2018 ACCESS test, shows that the bulk of the ELL population is concentrated in the developing stage of English language proficiency. The ELL population is approximately 14% of the school's population, with 5 of those students continuing in the program for four to six years. This data will be used to plan and implement school wide enrichment activities for ELL students and parents.</p>

				<p>Create print rich literacy classroom environments</p> <p>In order to foster an environment that facilitates a rich English language development, a culturally rich and accepting classroom environment will be encouraged and created in each classroom. Teachers will adjust seating, create teacher and student made interactive charts and create an authentic, homogeneous environment to facilitate English language acquisition. Teachers will teach high-frequency text and core-content specific academic vocabulary, at least 5-8 words per week/ bi-weekly using robust/explicit instruction. Words such as compare, contrast, analyze, integer, colony and photosynthesis are examples of such words. Students who are in Tiers 1 and 2 will receive words suitable to their needs. Tier 2 intervention for kindergarten and grade one students will encompass both decoding instruction and explicit vocabulary instruction in English. The strategies above will be employed, incorporating child-friendly definitions, examples and non-examples, reading words in context, and using the words in sentences.</p> <p>Teachers will designate time for students to develop English oral language proficiency as part of their Tier 1 instruction irrespective of students receiving Tier 2 or 3 interventions. This includes peer-supported learning, building background knowledge, using audiovisuals, and teaching explicit comprehension strategies to scaffold language learning in accessing content, whilst developing proficiency. Instruction in early reading while also be provided to support for English oral language development. Academic language across content areas, like Science and Social Studies, will be integrated into daily instruction. Teachers will utilize strategies and instructional routines such as repetitive language, modeling and will allow time to practice, reading discussions and systematic and explicit instruction which are beneficial with ELL students. The Achieve 3000 reading program will be used as a progress monitoring tool for English language acquisition, as it encompasses an ELL component which supports the student and aid in content language development across the curriculum.</p> <p>Approximately 32% of the ELL population will be sitting the 2019 FSA. Data from the 2018 FSA scores in reading, revealed that the ELL population needs additional support in the four sub-skills indicators of the test based characteristics: key ideas and details, crafts and structure, language and editing and integration of knowledge and ideas. However, emphasis will be placed on key ideas and detail as well as integration of knowledge and ideas, due to student performance being at the lower 25th percentile in these areas. In addition to core content, students will use I-Ready and Achieve 3000 as supplementary and progress monitoring tools to bridge these identifiable gaps and increase their performance by a minimum of 25 %.</p> <p>All students who participated in the 2018 FSA mathematics assessment received a level 3, with the exception of one, who got a level 1. The test based characteristic sub-skill indicators, revealed that the greatest deficits fall in measurement, data, geometry and numbers and operation – fractions. I-Ready tools for instruction will be used in conjunction with the core curriculum, Go Math address these areas of deficit. Teachers will engage students in real life scenarios, use audiovisuals in addition to explicit content</p>
--	--	--	--	--

					vocabulary instruction to facilitate a bridge in these gaps at the Tier 1 level. Tiers 2 and 3 will also use I-Ready tools for instruction and teacher made supplementary resources to meet areas of need.
--	--	--	--	--	--

9. **Deficiency:** Based on the 2018 FSA ELA and Mathematics score reports, the ESE population did not demonstrate growth in these areas

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math & Literacy	September to May	Core content materials, Supplementary materials and resources; Achieve 3000, I-Ready, Reading Horizons	BAS, I-Ready tools for instruction and Achieve 3000	ESE Specialist/Support Facilitator & General Education Teacher	<p>The ESE population is currently 8% of the school’s population, approximately 14 students, with one student identified as gifted. Eight students from this subset will be participating in the 2019 FSA - four in the third grade, two in the fourth and two in fifth. The 2018 FSA reading and mathematics results indicate that students are demonstrating proficiency in reading as well as math, with the exception of one student, who has been identified as likely to need support this year, scoring a level 2 in both areas.</p> <p>In order to maximize the success of this group, in addition to the accommodations and services stipulated on the SWD IEP, these students will be included in all remedial and hands-on activities for literacy in all content areas. Also the action plans identified for the ELLs will be employed for this subgroup as well; they too will benefit from the language rich activities for ELLs, which include explicit instruction and scaffolding across subject areas on all Tiers. Progress monitoring will include BAS, I-Ready tools for instruction, Achieve3000 and teacher made supplements from resources such as C-Palms. Teachers will adjust seating, create teacher and student made interactive charts and create an authentic, homogeneous environment to foster and encourage learning. High-frequency text and core-content specific academic vocabulary will be explicitly taught, at least 5-8 words per week/ bi-weekly using robust/explicit instruction with examples and non-examples. Words such as compare, contrast, analyze, integer, colony and photosynthesis are examples of such words. Students who are in Tiers 1 and 2 will receive words suitable to their needs. Tier 2 intervention for kindergarten and grade one students will encompass both decoding instruction and explicit vocabulary instruction in English.</p> <p>All service providers will have access to students’ IEP to gain familiarity with their present level of performance, services, goals and accommodations in the classroom. All staff members who have an interest in the student will also receive a copy of the students’ IEP and, as best as possible, try to maintain consistency in methods of content delivery and stimulation. The SWD population will also continue to participate and benefit from weekly Tier 2 and 3 strategies in the classroom.</p> <p>The gifted population will receive enrichment activities which include use of technology, to challenge them in their area(s) of need.</p>

6. Approved Educational Program

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

1. I-Ready was not in place until mid-January, 2018. Therefore we were not able to conduct the necessary assessments which would lead to a lack of data to guide instruction.

7. Addressing Identified Deficiencies

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

i-Ready is now in place and the contract will be renewed in December and will be used with fidelity to help the students who have been predicted to be deficient in any given area.
In addition to I-Ready, we will use other monitoring tools, BAS, which will help us to pinpoint and remediate the weaknesses in students.
New ELA/ Reading teachers have been hired to replace prior teachers.

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

Barrier:

1. The school has identified Instructional Personnel in Literacy to be a barrier.

Area	Barrier	Person Responsible	Action Steps:
Literacy	Teachers were not equipped with sufficient materials and knowledge to adequately support student achievement.	Classroom Teacher Literacy Coach	BASIS Data Management Support Classroom teachers will receive training and support accessing student data via the Broward County’s comprehensive data monitoring tool in order to facilitate standards aligned and strategic instruction for the collective and differentiated needs of students.
	The availability of a Literacy Coach to assist teachers with a Balanced Literacy approach to instruction for all students.	Classroom teachers/ Literacy Coach Broward Schools Elementary Learning Department	Professional Development A school-wide professional development plan as well as an instructional focus calendar with monthly goals and objectives will be provided to teachers. Excelsior staff members will be encouraged to attend Broward Schools professional development trainings offered in core instructional areas.
	Support for new and struggling teachers was limited due to the availability of support staff.	Literacy Coach	Literacy Coach Instructional support will be provided to teachers to implement daily literacy objectives and to facilitate student learning throughout the literacy block.

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

Barrier

2. The school has identified Instructional Personnel in Mathematics to be a barrier.

Area	Barrier	Person Responsible	Action Steps:
Mathematics	Teachers were not equipped with sufficient materials and knowledge to adequately support student achievement.	Classroom Teachers Math Coach	BASIS Data Management Support Classroom teachers will receive training and support accessing student data via the Broward County’s comprehensive data monitoring tool in order to facilitate standards aligned and strategic instruction for the collective and differentiated needs of students
	The availability of a Math Coach to assist teachers with the implementation of seamless and quality math instruction to include	Math Coach Classroom Teachers	Professional Development

	critical thinking and problem solving strategies for whole group and differentiated learning was not available.		A school-wide professional development plan as well as an instructional focus calendar with monthly goals and objectives will be supplied to teachers.
	Support for new and/or struggling teachers was limited due to the availability of support staff.	Math Coach Classroom Teachers	Math Coach Instructional support will be provided to teachers to implement daily literacy objectives and to facilitate student learning throughout the literacy block.

Barrier

3 Excelsior has identified a lack in the necessary technology hardware as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<i>Identify an area of the barrier</i>	<i>Timeframe deficiency will be addressed</i>	<i>List materials and resources needed to address the identified barriers.</i>	<i>List positions responsible for monitoring implementation of action steps</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Technology				Actions to Eliminate or Lessen This Barrier:
Lacking in necessary technology hardware	May - September	-25 tablets which can be rotated among classes -five classroom computers for station Rotation	Principal & Governing Board	Accelerated Reader Library and Education.com. -Utilize Title I funding to purchase additional desktops for classroom reading rotations.

9. Student Achievement Outcomes

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

Specific <i>(What outcomes do you want to achieve?)</i>	Measurable <i>(numbers and timelines to the goal)</i>	Achievable <i>(based on existing figures and research)</i>	Relevant/Realistic <i>(goal in line with the school's broader goals)</i>	Timely/Timeline <i>(goal measurable over a specific period)</i>	Person Responsible
Improve English Language Proficiency Scores	Increase the number of students scoring proficient on the writing FSA by 20 percentage points	Number of proficient students will improve from 63% to 83% in grades 3-5	Increasing the number of English Language Proficiency will improve the school's overall scores on the ELA portion of the FSA	September-May	Principal/ Literacy Coach/ Classroom teachers
Improve Mathematics Proficiency Scores	Increase the number of students @ 4 th grade scoring proficiency on the Math FSA by 25 percentage points.	The number of proficient students will improve from 48% to 65%	Increasing the number of Math proficiency @ 4 th grade will increase the overall score on the FSA Math.	September-May	Principal/ Coaches/ classroom teachers
Increase the learning gains	Increase the number of students making learning gains by 25 percentage points.	The number of students making gains will improve from 0% to 25%	Increasing the learning gains across all levels will increase the overall score on the FSA	September-May	Principal/ Literacy Coach/ ESE/ ESOL/ Classroom Teachers
ELL students will demonstrate growth along the ACCESS 2.0 English proficiency test continuum	All students will gain at least one level of growth	ELL students will demonstrate at least 15% growth	Teachers will teach through explicit instruction, modeling, and scaffolding, high-frequency text and content-specific academic vocabulary to increase ACCESS	By March 2019	Classroom Teachers/ESOL/Literacy Coach
ELL will demonstrate learning gains on the ELA FSA	All students will demonstrate learning gains	All students will demonstrate learning gains according to the FSA criteria	Teachers will teach through explicit instruction, modeling, and scaffolding, high-frequency text and content-specific academic vocabulary to improve ELA scores	By May 2019	Classroom Teachers/ESOL Literacy Coach
SWD will demonstrate learning gains on the ELA FSA reading	SWD will demonstrate learning gains on their ELA	SWD will demonstrate at least 10% percent growth	Teachers will teach through explicit instruction, modeling, and scaffolding, high-	By May 2019	Classroom Teachers/ESE support Facilitator

	FSA scores via an increase in their numerical score.		frequency text and content-specific academic vocabulary to improve ELA scores		
SWD will demonstrate learning gains on the Math portion of the FSA	SWD will demonstrate learning gains on the Math FSA scores via their numerical score.	SWD will demonstrate at least 15% percent growth.	Teachers will teach through explicit instruction, modeling, hands-on practice, use of manipulatives to help with understanding & improvement in the math subskills .	By May 2019	Classroom teachers/ESE support Facilitator

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

PART 3: Parent and Family Engagement Action Plan

Strategies and Activities to Increase Parent Participation

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

Parent and Family Engagement Goal: <i>(Based on the analysis of available parent involvement data, identify and define an area in need of improvement.)</i> Parent involvement at Excelsior Charter School will be increased to 70% participation by the end of the 2018-2019 school year.					
Specific Action/Event	Timeline	Resources Needed	Evaluation Tool <i>(questionnaires, sign-in sheets, etc.)</i>	Person Responsible	Strategies and Activities to increase student Achievement <i>(explain how this activity strengthens/impacts parental involvement efforts on student learning)</i>
Parent Academic Nights; Reading; Science & Mathematics.	9/18-4/19	Supplies which will be used in the workshops	Ticket out the door/ And sign-in sheets	Principal/ Literacy coach/ Classroom Teachers	Parents will receive make and take tools that will be useful in helping their children as they prepare for the FSA.
Technology Tuesdays	11/18-4/19	Available computers/ projectors	Complete survey monkey questions	Principal/ Literacy Coach/ Classroom Teachers	Parents will learn to access various websites which they can use as a resource to help their children. They will additionally be able to learn how to access the grading system which the school uses to track their children’s progress.

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

Multi-cultural Event	5/19	Fabrics/ Art Material etc..	Parent Sign-in	Literacy Coach/ESOL Specialist/ Classroom Teachers	Stakeholders will build a sense of belonging/ interaction On a more sociable level. Parent will additionally be able to share their cultural awareness with the school community.
Meet & Greet (Orientation)	8/10 & 8/14, 2018	N/A	Sign-In	Admin & Teachers	Parent meeting that introduces the stakeholders to the classroom teacher and school faculty and staff
Open House	9/12/18	N/A	Sign-in	Admin & Teachers	Parent meeting to receive information about students class schedule, curriculum and teacher expectations, as well as provide parents with a complete overview of the process and expectations for homework and nightly reading.
	9/20 – 5/31	N/A	Sign-in	Administrator	Parents and staff will meet monthly to discuss school-wide issues and concerns as well as talk over strategies that may increase student success both at home and at school.
Parent Support for ESE/ELL	9/20 – 5/31	N/A	Sign-in	Administrator	Parent and staff will meet monthly to discuss school-wide issues or concerns, provide parents with possible strategies to use at home to increase student success rate, information concerning the ELL and ESE populations will be disseminated: districtwide information, events, workshops and/or newsletters to meet the needs and provide additional support for these families. This information will also be placed in a public area for parents who do not attend. District initiatives such as the EASE conference and the Gifted Symposium will also be promoted.
Quarterly Parent Conferences	9 / 2018- 5 / 2019		Conference forms, report cards/ sign-in	Teachers/ Principal/ Support staff.	Parents will be asked to come to a quarterly conference to meet with their children’s teachers to discuss their progress. At this meeting the parents and

					teachers will discuss progress or lack of progress and measures for improvement or continued growth.
--	--	--	--	--	--

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

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

Indicators	Grade __5__	Grade __4__	Grade __3__	Grade __2__	Grade 1	KG	Totals
Attendance below 90 percent	n/a	19.6 %	20%	10.8%	21.6 %	28.6 %	100.6
One or more suspensions		0	0	0	0	0	0
Course failure in ELA or Math		0	0	0	0	0	0
Level 1 on statewide assessment		28.3%	2.9%	0	0	0	31.2
Students exhibiting two or more indicators		2.2%	0	0	0	0	2.2
Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:							
Attendance below 90% Excelsior Charter will implement a weekly and quarterly attendance reward system beginning after Interim Report cards. This will be ongoing. Parents will be encouraged to avoid taking students from school unnecessarily; they will additionally be invited to participate in various parenting classes which we will initiate.							

<p>Lunch with the principal perfect attendance for the quarter Lunch with the Mayor of the City quarterly award.</p> <p>Level 1 on statewide assessment Students identified as Level 1 in Reading on the Florida Statewide Assessments will be provided supplemental instruction in specific areas of deficiency as indicated on the FSA individual report for Reading. Students identified as Level 1 in Mathematics on the Florida Statewide Assessment will receive supplemental instruction in specific areas of deficiency as identified on the individual FSA individual report for Mathematics. Student progress will be monitored through weekly lessons and assessments. Teachers will provide appropriate modifications to instruction as necessary to ensure that students’ needs will be met and that individual levels of success will be attained. Also, the teacher along with instructional coaches, will confer with students and parents to identify barriers to potential success and to establish attainable goals based on weaknesses. Incentives to increase participation and motivation in literacy and math-related activities within or outside of the school will be provided.</p> <p>Efforts will be made by the Collaborative Problem Solving Team to efficiently and effectively establish a successful and manageable instructional plan and seek additional assistance as needed. Students who are performing at Level 1 on statewide assessment and on BAS will be targeted for after-school tutoring as well as pullout tutoring.</p> <p>Students exhibiting two or more behavior indicators The Collaborative Problem Solving Team will engage in efforts to work with parents to identify outside of school influences that may be contributing to the students’ lack of behavioral success in school. A positive intervention plan will be constructed that can be effectively implemented both at home and at school.</p>	
---	--

PART 5: MTSS/RTI Action Plan

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

Multi-Tiered Systems of Support:						
Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention	Timeline <i>(over what span of time will the</i>	Curriculum <i>(what research-based resources will be used)</i>	Progress Monitoring <i>(what progress monitoring tool(s) will be used to assess the response to intervention)</i>	Person Responsible <i>(who will conduct/monitor the intervention)</i>

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

		<i>(how often and for how long will the intervention occur)</i>	<i>intervention take place)</i>			
Literacy						
	Small Group	Tier 2 20-30 minutes two times per week	4-6 weeks as needed	i-Ready Tools for Instruction Journey's Intervention ELlevation Strategies to address ELL students	Fountas and Pinell Benchmark Assessment System	Classroom Teacher Literacy Coach
	Individual Assistance	Tier 3 20 minutes per day	4-6 weeks as needed	i-Ready Tools for Instruction	Houghton-Mifflin Harcourt Journeys	Classroom Teacher Literacy Coach
Math	<input type="checkbox"/> Small group intensive	Tier 2 20-30 minutes 2 times per week	4-6 weeks as needed	Go Math Interventions i-Ready Tools for Instruction ELlevation Strategies to address ELL students	Go Math Re-teaching Assessments	Classroom Teacher
	<input type="checkbox"/> Individual intensive	Tier 3 15 minutes per day	4-6 weeks as needed	Go Math Interventions Tier 3	Go Math Re-teaching Assessments	Classroom Teachers
Science	<input type="checkbox"/> Small group intensive	Tier 2			Science Test Specs Mini-assessments	Classroom Teacher

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

		20 minutes twice per week	4-6 weeks as needed	STEMscopes Achieve 3000		
	<input type="checkbox"/> Small Group Intensive	Tier 3 15 minutes per day	4-6 weeks as needed	STEMscopes Achieve 3000	Science Test Specs Mini Assessments	Classroom Teacher
Social Studies	<input type="checkbox"/> Small group intensive	Tier 2 20-30 minutes twice per week via informational text	4- 6 weeks	Achieve3000 Houghton-Mifflin Harcourt Journeys Intervention ELlevation Strategies for ELL students	Achieve 3000 Houghton-Mifflin Harcourt Journeys	Classroom Teacher
	<input type="checkbox"/> Individual intensive	Tier 3 15 minutes per day	4-6 weeks	Achieve 3000 Houghton-Mifflin Harcourt Journeys Intervention	Achieve 3000 Houghton-Mifflin Harcourt Journeys	Classroom Teacher
Behavioral	<input type="checkbox"/> Small group intensive	Tier 2 Behavior Management Contracts (weekly) Positive Behavior Managemnt Points Sheet	4-6 weeks	PBIS.org CHAMPS	Positive Behavior Management Contracts (Weekly) Positive Behavior Management Points System (Weekly)	Classroom Teacher Support Staff

	<input type="checkbox"/> Individual	Tier 3 Daily Behavior Management Contract	4-6 weeks	PBIS.org CHAMPS	Positive Behavior Management Contracts (Weekly) Positive Behavior Management Points System (Weekly)	Classroom Teacher Support Staff
Social/Emotional Learning	<input type="checkbox"/> Small group intensive	Tier 2 Peer Mediation Once per week for 20-30 minutes	2- 4 weeks	Newsela SEL PBISworld.com	Teacher Feedback Behavior Monitoring Checklist	Classroom Teacher Support Staff
	<input type="checkbox"/> Individual intensive	Tier 3 Individual Conferencing 20 minutes two times per week	2-4 weeks	Newsela PBISworld.com	Teacher Feedback Individualized Behavior Monitoring Checklist	Reading Coach Support Staff

PART 6: Graduation Rate Data

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

Student Measurable Outcomes			
Provide specific student achievement outcomes (based on student achievement data) for the following years:			
Baseline Data 2017-18	2018-19	2019-20	2020-21
In- Cohort Student Achievement Data	N/A	N/A	
FSA/ End Of Course Examination Scores		Concordance/Comparative Scores (i.e. ACT, SAT, PERT):	

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

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

Graduation Rate Action Plan

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

Strategies to Improve Graduation Rates:			
<i>Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.</i>			
Action Steps	Person Responsible	Resources needed	Timeline
<i>Example: Conduct FSA and EOC Retake assessment practice during Saturday Academy for juniors and seniors</i>	<i>Literacy Coach Selected Content-Area Teachers</i>	<i>FSA Reading Practice Materials EOC Subject-Area Practice Materials Reading Plus</i>	<i>November 2018-May 2019</i>

<p>Describe strategies for improving student readiness for post-secondary level based on the implementation of “Acceleration Success” programs such as AP, IB, AICE, dual enrollment, and Industry Certification:</p>			

APPENDICES

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

PART II: TO BE COMPLETED BY TITLE 1 SCHOOLS ONLY

Complete School Name: Excelsior Charter School	Principal Name: Dr. Janett Codling
School Location Number: 5393	Grade Levels Served: K-5

1. COMPREHENSIVE NEEDS ASSESSMENT:

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

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

To identify the academic needs of all students, the school participated in the i-Ready Reading and mathematics progress monitoring and interim assessment, Broward District Mid-year and EOY assessments along with the FSA and progress monitoring of reading level through the use Of the Benchmark Assessment System. The results from these assessments are used to identify the areas in which the students are struggling as a Whole, and also identify the students within the lowest 25%. A data chat is conducted with the teachers to bridge the learning gaps and deficiencies.

2. STATE CERTIFIED TEACHERS

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

Offer signing bonuses/ competitive salary to the school district.

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

The school's work environment is one in which positivity is encouraged. They are afforded opportunities for professional growth through various means. They are allowed to attend district-sponsored workshops and training. Additionally, teachers are tapped for leadership positions, like coaching, team leaders or department chairs; here they receive a stipend. Teachers are further encouraged to register on My Learning Plan to take advantage of any professional Development the district offers.

3. PARENTAL INVOLVEMENT

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

Parents will be represented on the School's Advisory Committee. As part of the team, they will be involved in steering the volunteering activities of the school. They will assist in the designing of the survey tool which will be used to evaluate the effectiveness of the school-wide Title-1 program. The president and secretaries of the PTA/ SAC will be involved in the designing of the of the questions which will be used to evaluate the effectiveness of the program.

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

The parents of Excelsior Charter School will receive timely notices and information about events at school through various means. We will use:

- 1. Class DoJo (an App which the classroom teachers use very effectively.)*
- 2. Remind: this is an App which all the parents signed up to receive messages from the Principal.*
- 3. Newsletters*
- 4. Flyers*
- 5 Messages on the school's Noticeboard*
- 6. Information on the school's website*
- 7. We will also be using the school-wide robocall system.*

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

*President of the PTO... Monthly meetings 3rd Tuesday of the month
SAC Chair,
Volunteering capacity at the school (classroom/ cafeteria / Media Center/ Computer Lab, and chaperoning*

*Provide a **detailed** description of the annual parental evaluation of the school-wide Title 1 program and how this information is will be used to improve the plan.*

Excelsior will use Survey Monkey to evaluate our school-wide Title 1 program. In addition to the survey monkey, we will use questions on paper which parents will assist in developing.

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

Excelsior Charter will encourage parents to partner with the school through volunteering. We will work with the community to seek to get sponsorship for various programs. We have currently partnered with the Oakland Park Library to provide resources and library help for the students.

4. TRANSITIONING FROM EARLY-CHILDHOOD TO ELEMENTARY SCHOOL

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

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

Excelsior Charter will provide opportunities for Kindergarten and pre-school round-up during the **Fall and Spring**. This will allow the teachers to understand the expectation of the students entering Excelsior Charter. They will be **provided tour opportunities** as well as participate in an **Open House setting**, where they will have their questions answered about preparedness for entry into elementary school.

Additionally, we will also have an assembly for the students to come in to visit and see our students at work and on display. Excelsior will also do home visits to provide in-person connections.

5. COORDINATION OF SERVICES

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

Title I, Part A: Staff development funds will be used to provide training on topics to assist teachers and students with achievement gaps. Parental involvement funds will be used to conduct parent involvement training which will include: tips to help in preparing the students for the FSA, helping their children other skills which will help in academic development..

Funds will also be used to provide materials for tutoring for students identified as within the below 25% of the tested group.

<p>Programs to be purchased are i-Ready for Math and ELA for all grade levels, Achieve3000 for the 3-5th grade. Achieve3000 will be used to improve the reading comprehension of students. Coach materials will be purchased for Science pullouts.</p>
<p>Title I, Part C- Migrant: Excelsior Charter will coordinate and institute programs form Title 1 Part c to services to support highly qualified and comprehensive educational program which will reduce educational disruptions arising from moves. Through a partnership with local entities like Henderson, the school will provide counseling to children in need of the services. The ESE/ESOL will assess the migratory student’s needs to ensure students are provided with appropriate educational services.</p>
<p>Title I, Part D –Neglected and Delinquent: Students identified as neglected will be referred to the county’s social worker for guidance. All teachers are also required to participate in the state’s child abuse workshop.</p>
<p>Title II – Professional Development: The school will ensure that Administration and staff are certified in respective areas. Professional development and Professional Learning Communities will be provided to ensure continuous growth. Teachers will also be encouraged to participate in the District’s professional Development through My Learning Plan. The Literacy Coach will additionally work to assist teachers in the learning of new strategies that will foster new approaches to learning.</p>
<p>Title III - ESOL: The ESOL coordinator will Create a culturally rich and accepting classroom environment. Provide teachers/staff with opportunities in professional development regarding the development of oral language, early literacy, students’ home language, contextual considerations, and the cultural background of ELL students.</p> <p>Provide instruction in early reading while also providing support for English oral language development. Integrate academic language into core instruction across subject areas and utilize strategies and instructional routines such as repetitive language, modeling with time to practice, reading discussions and systematic and explicit instruction which are beneficial with ELL students.</p> <p>Funds will be used to purchase materials for ESOL & ESE students. Funds will also be used to provide additional pull-out instructions for the students.</p>
<p>Title X- Homeless: Teachers and staff members can identify and assist homeless students. Our school Laison will offer county resources as they are available. We will update on our website, information regarding the services which are available.</p>
<p>Supplemental Academic Instruction (SAI): ALL SAI funds will be used to provide tutoring program for the students identified as academically deficient. There will be a focus on ELA, Math, and Science.</p>
<p>Violence Prevention Programs: Anti Bullying program conducted by a Security Officer. Fire safety program to be conducted by the fire department and other ongoing Peace initiative Programs throughout the year. Excelsior also participates in the district-wide discipline matrix.</p>
<p>Nutrition Programs: Excelsior Charter school participates in the National School Lunch Program. Students who do not participate in this program, bring home lunch to school.</p>

Housing Programs: Excelsior at this time, does not have a housing program. Information relating to available services will be uploaded to our website.
Head Start: At this time Excelsior does not have a Head-start Program
Adult Education: At this time Excelsior Education does not have an Adult Education program
Career and Technical Education: Excelsior does not have a Career Education Program
Job Training: Excelsior does not offer a job training program
Other:

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

Excelsior Charter will partner with various community entities. We will invite them to our Career Day program, providing the opportunity to bring in businesses into our schools and provide exposure to our students.
Excelsior will work with the City of Tamarac to sponsor a Teacher recognition program as well as a student recognition program.
We will work with law enforcement / to provide a mentoring program for our students.
We will also partner with various stores in the community to establish a food bank for families in need.