

Hillsborough County Public Schools

Excelsior PREP Charter School



2020-21 Schoolwide Improvement Plan

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Excelsior PREP Charter School

2156 UNIVERSITY SQUARE MALL UNIT 260, Tampa, FL 33612

<http://www.excelsiorpreptampa.com/>

Demographics

Principal: Stephanie Mullings

Start Date for this Principal: 1/28/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: F (25%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Excelsior PREP Charter School

2156 UNIVERSITY SQUARE MALL UNIT 260, Tampa, FL 33612

<http://www.excelsiorpreptampa.com/>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2019-20	2018-19
Grade	F	F

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Excelsior Prep Charter School's Mission Statement: "Excelsior Prep Charter School will provide K-5 students with a comprehensive, challenging elementary education while developing students' abilities in the Spanish language on a daily basis. Our students will reach high standards of student achievement in the traditional elementary school subject matters, and also become literate in speaking, reading, and writing in the Spanish language by the completion of 5th grade."

Provide the school's vision statement.

Excelsior Prep Charter School's vision as to the importance of foreign language learning and cultural diversity: Excelsior Prep Charter School believes that the acquisition of linguistic and cultural skills is an integral part of all levels of education and society, that foreign language learning is best achieved in the elementary grades, and that establishing bilingual literacy in K-5 grade levels greatly enhances future academic and economic opportunities. We celebrate all of our diverse cultures and backgrounds with the vision that all students can become respectful, responsible, trustworthy and productive members of the school, their community and the world.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Mullings, Stephanie	Principal	<p>Leadership: Implementing, evaluating and reporting to the Board of Directors the school's goals and objectives reflecting organizational and state goals. Maintain a positive school/community climate and a safe and healthy environment</p> <p>Instructional: Planning, implementing, and evaluating the school instructional program based on student needs and within state guidelines. Review teacher lesson plans and instruction to ensure they match with the Sunshine State Standards.</p> <p>Administrative: Planning, implementing, supervising, and evaluating all other programs, i.e. Athletics, Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel. Recommends to the board the appointment or dismissal of all employees of the school. Ensuring the school is operating within the set budget. Overseeing the proper record keeping processes, and inventory control of all school resources. Maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements. Recruit students and faculty for the school as needed. Assure that all academic components of the school's charter are being met. Enforce the Policies and Procedures of the organization as set by the Board of Directors. Develops and implements school rules and regulations in keeping with the Policies and Procedures. Attends and participates in meetings of the Board and its committees. Ensure that the Board is informed of the operations of the school and any problems which arise. Is familiar with Charter School Laws and Florida Statutes and attends other duties as assigned Other duties assigned at the discretion of the Board.</p>

Demographic Information

Principal start date

Monday 1/28/2019, Stephanie Mullings

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

18

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: F (25%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	45	35	27	13	0	0	0	0	0	0	0	0	182
Attendance below 90 percent	23	17	16	5	4	0	0	0	0	0	0	0	0	65
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	2	3	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	2	3	0	0	0	0	0	0	0	0	5

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	9	3	6	2	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/22/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	39	32	12	13	0	0	0	0	0	0	0	0	0	96
Attendance below 90 percent	11	12	2	3	0	0	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	0	2	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	4	0	0	0	0	0	0	0	0	0	4

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

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

The number of students identified as retainees:

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

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	39	32	12	13	0	0	0	0	0	0	0	0	0	96
Attendance below 90 percent	11	12	2	3	0	0	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	0	2	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	4	0	0	0	0	0	0	0	0	0	4

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	21%	52%	57%	0%	52%	55%
ELA Learning Gains	0%	55%	58%	0%	55%	57%
ELA Lowest 25th Percentile	0%	50%	53%	0%	51%	52%
Math Achievement	29%	54%	63%	0%	53%	61%
Math Learning Gains	0%	57%	62%	0%	54%	61%
Math Lowest 25th Percentile	0%	46%	51%	0%	46%	51%
Science Achievement	0%	50%	53%	0%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	23%	52%	-29%	58%	-35%
	2018	0%	53%	-53%	57%	-57%
Same Grade Comparison		23%				
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	54%	-23%	62%	-31%
	2018	0%	55%	-55%	62%	-62%
Same Grade Comparison		31%				
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL											
BLK	20			30							
FRL	17			25							
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	120
Total Components for the Federal Index	3
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Analysis

Data Reflection

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

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

Based on the School Data for 2018-19, ELA Achievement is the lowest performed data component, which is currently 23% proficiency for 3rd-grade students for Excelsior Prep. This is not a trend.

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

There is no previous year data.

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

When compared to the state, the largest gap was in ELA. Due to a lack of exposure and knowledge of the FSA. The students were not prepared for the rigor and content of the test.

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

No Comparable data. Although there is no comparable data to pinpoint improvement, according to the 2019 FSA testing data the assessed students scored higher in math, which points to an area of strength.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

In the lower grades, especially in Kindergarten, student attendance is a major concern.

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

1. ELA
2. MATH
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: 23% of grade 3rd-grade students scored at the proficient level in ELA on the 2019 FSA. Based on our latest data on I-Ready ELA Diagnostic 2 (2020), 40% of our students scored at or above grade level, in comparison to 38% last year. This is a 2% increase compared to last year. The goal for the 2020-2021 school year is that 40% of students in 3rd-5th will score at the proficiency level on the FSA ELA.

Measurable Outcome: The number of proficient students will increase by at least 15% in ELA measured by the FSA.

Person responsible for monitoring outcome: Stephanie Mullings (stephanie.mullings@charter.hcps.net)

Evidence-based Strategy: Provide supplemental supports, extended learning time, increase progress monitoring strategies, materials, and incentivize students.

Rationale for Evidence-based Strategy: Research shows that using supplemental supports, extended learning time, guidance support, and increase progress monitoring strategies, materials, and student incentives increases student achievement.

Action Steps to Implement

1. Add additional RTI components to the reading and math program.
2. Increase professional development for the reading and math program.
3. Staffing of teachers for the extended learning time and support programs
4. Increase the level of student incentive programs for academics and attendance (within reason)
5. Increase the time and frequency for small group intervention including ELL students
6. Add interim assessments to the school's assessment plan.
7. Increase type and frequency of parent communication strategies
8. Extend learning into the home through the use of technology and academic supports.
9. Parent engagement workshops

Person Responsible: Stephanie Mullings (stephanie.mullings@charter.hcps.net)

#2. Instructional Practice specifically relating to Math

Area of Focus 31% of grade 3rd-grade students scored at the proficient level in MATH on the 2019 FSA. The goal for the 2020-2021 school year is that 40% of students in 3rd-5th will score at the proficiency level on the FSA MATH.

Measurable Outcome: The number of proficient students will increase by at least 15% in ELA measured by the FSA.

Person responsible for monitoring outcome: Stephanie Mullings (stephanie.mullings@charter.hcps.net)

Evidence-based Strategy: Provide supplemental supports, extended learning time, increase progress monitoring strategies, materials, and incentivize students.

Rationale for Evidence-based Strategy: Research shows that using supplemental supports, extended learning time, guidance support, and increase progress monitoring strategies, materials, and student incentives increases student achievement.

Action Steps to Implement

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3. Staffing of teachers for the extended learning time and support programs
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5. Increase the time and frequency for small group intervention including ELL students
6. Add interim assessments to the school's assessment plan.
7. Increase type and frequency of parent communication strategies
8. Extend learning into the home through the use of technology and academic supports.
9. Parent engagement workshops

Person Responsible Stephanie Mullings (stephanie.mullings@charter.hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

As a school, we will continue our focus on our recruitment efforts to hire highly qualified teachers. Ensuring that our school is a safe school by employing a School Safety officer and extending the mental health services at the school.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

As a school, we will increase our parent involvement by offering parent engagement activities at times that are flexible to accommodate the working parent. We plan to utilize several avenues to build parent relationships and increase involvement starting with making connections with parents at Orientation, then following a pattern of events such as Open House, monthly meetings, family nights, and various volunteer opportunities. The school provides information to parents using a variety of methods including website, social media, monthly newsletters, parent compacts, student planners, positive phone calls, and parent conferences.

Our goal is to improve home communication to impact the parent(s) involvement for students in the lower 25% by providing opportunities for parents to volunteer in numerous capacities of student achievement and assist with ideas/information for learning at home.

~Identify more parent volunteers and mentors.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$88,350.20
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	7791 - Excelsior PREP Charter School	UniSIG	1.0	\$40,000.00
			<i>Notes: Interventionist- The teacher will work with Tier 2 and Tier 3 students in both reading and math.</i>			
	5100	120-Classroom Teachers	7791 - Excelsior PREP Charter School	UniSIG		\$3,030.00
			<i>Notes: FICA for interventionist</i>			
	5100	120-Classroom Teachers	7791 - Excelsior PREP Charter School	UniSIG		\$16,800.00
			<i>Notes: Afterschool tutoring - 7 teachers at 25.00 an hour for afterschool tutoring 4 days a week starting Oct 1st- April 30th.</i>			
	5100	120-Classroom Teachers	7791 - Excelsior PREP Charter School	UniSIG		\$1,285.20

			Notes: FICA for afterschool tutoring			
	5100	120-Classroom Teachers	7791 - Excelsior PREP Charter School	UniSIG	1.0	\$17,290.20
			Notes: Bi-Lingual Aide to assist with ESOL small group pullouts in grades 3-5. Will also help facilitate ELL parent meetings and workshops.			
	5100	120-Classroom Teachers	7791 - Excelsior PREP Charter School	UniSIG		\$1,322.69
			Notes: FICA Bi-Lingual Alde			
	5000	510-Supplies	7791 - Excelsior PREP Charter School	UniSIG		\$4,204.61
			Notes: Binders, composition notebooks, pencil sharpeners, markers, pencils, sticky note pads and poster, markers printer ink, copy paper student awards			
	5100	120-Classroom Teachers	7791 - Excelsior PREP Charter School	UniSIG		\$4,417.50
			Notes: Team Leader Stipend- 5 teachers each would receive a monthly stipend of \$88.35 starting in August. The stipend will be paid for a 1-month duration of the school. Team leaders Responsiities- Requests and monitors the use of supplies and materials. Schedules and conducts team meetings. Represents the team at school leadership meetings. Assists with the development of school schedules and calendars. Coordinates parent conferences on designated days. Coordinates the work of instructional assistants, and parent volunteers. Participates with team members and other school staff in data analysis activities. Identifies needs related to the acquisition and use of instructional technologies. Assists in planning, coordinating and conducting testing. Serves as a resource to substitute teachers. Communicates with parents, and other community members using vehicles such as newsletters, and flyers. Functions as the team's liaison with other service providers such as, special education resource persons, ESOL teachers, speech therapists. Performs other duties as assigned.			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
					Total:	\$88,350.20