

Broward County Public Schools

Excelsior Charter Of Broward



2021-22 Schoolwide Improvement Plan

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Excelsior Charter Of Broward

2099 W. PROSPECT RD, Tamarac, FL 33309

excelsiorcharter.com

Demographics

Principal: Alicia Brown

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: D (34%) 2017-18: D (33%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

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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2099 W. PROSPECT RD, Tamarac, FL 33309

excelsiorcharter.com

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Baez, Raul	Principal	Provide leadership support, guidance and help the school organize a realistic, effective, and data-driven plan in order to achieve the school vision.
	Curriculum Resource Teacher	The instructional coach will work as a colleague with classroom teachers to support student learning. The instructional coach will focus on individual and group professional development that will expand the understanding about research based effective instruction. The coach will provide personalized support that is based on the goals and identified needs of individual teachers.
Beltran, Yusmaris	ELL Compliance Specialist	The main role of the special education teacher is to provide instruction and support which facilitates the participation of students with disabilities in the regular classroom. The role of the ESOL contact will also facilitate compliance meetings, update Ellevation, and provide support to parents, students and teachers of ESL learners.
Jarrett, Paulina	Reading Coach	Provides school wide reading leadership and RTI intervention

Demographic Information

Principal start date

Wednesday 7/1/2020, Alicia Brown

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

10

Total number of students enrolled at the school

142

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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	15	27	26	21	30	25	0	0	0	0	0	0	0	144
Attendance below 90 percent	4	6	9	8	5	1	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	8	10	11	4	6	0	0	0	0	0	0	40
Course failure in Math	0	1	0	7	7	6	5	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	0	1	4	8	5	0	0	0	0	0	0	0	18
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	9	7	4	0	0	0	0	0	0	0	20
Level 1 on 2021 statewide FSA Math assessment	0	0	0	15	9	6	0	0	0	0	0	0	0	30

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	2	2	3	2	1	0	0	0	0	0	0	0	10
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Saturday 10/9/2021

2020-21 - 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	32	31	36	34	19	34	0	0	0	0	0	0	0	186
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Attendance below 90 percent	9	7	8	3	2	6	0	0	0	0	0	0	0	35
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One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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2020-21 - 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	32	31	36	34	19	34	0	0	0	0	0	0	0	186
Attendance below 90 percent	9	7	8	3	2	6	0	0	0	0	0	0	0	35
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	59%	57%	60%	56%	56%
ELA Learning Gains				41%	60%	58%	29%	57%	55%
ELA Lowest 25th Percentile				9%	54%	53%		51%	48%
Math Achievement				50%	65%	63%	69%	62%	62%
Math Learning Gains				26%	66%	62%	37%	60%	59%
Math Lowest 25th Percentile					53%	51%		47%	47%
Science Achievement				54%	46%	53%		49%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	68%	60%	8%	58%	10%
Cohort Comparison						
04	2021					
	2019	60%	62%	-2%	58%	2%
Cohort Comparison		-68%				
05	2021					
	2019	54%	59%	-5%	56%	-2%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	65%	-17%	62%	-14%
Cohort Comparison						
04	2021					
	2019	44%	67%	-23%	64%	-20%
Cohort Comparison		-48%				
05	2021					
	2019	62%	64%	-2%	60%	2%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	49%	5%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

To compile all students' proficiency below data, the school used the I Ready Reading and mathematics diagnostic progress monitoring assessment for fall (AP 1), winter (AP 2), and spring (AP 3) during the 2020-2021 school year. The I Ready progress monitoring was used to compile the data for all grade levels from 1 to 5. In addition, the diagnostic test was used for kindergarten students but the data is not reported. Then I ready data for all students represent the students that are at mid or above grade level at the time of the assessments. The science Florida NGSSS report was used to calculate the proficiency level of the students in 5th grade during the year 2020-202. The information for the subgroups is demographic data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	31	41
	Economically Disadvantaged			
	Students With Disabilities	11	11	11
	English Language Learners	19	19	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	20	40
	Economically Disadvantaged			
	Students With Disabilities	11	11	11
	English Language Learners	19	19	19
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	30	29
	Economically Disadvantaged			
	Students With Disabilities	14	14	14
	English Language Learners	24	24	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	15	21
	Economically Disadvantaged			
	Students With Disabilities	14	14	14
	English Language Learners	24	24	24

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	50	47
	Economically Disadvantaged	55	55	55
	Students With Disabilities	21	21	21
	English Language Learners	21	21	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	03	8	10
	Economically Disadvantaged	55	55	55
	Students With Disabilities	21	21	21
	English Language Learners	21	21	21

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4	32	17
	Economically Disadvantaged	50	50	50
	Students With Disabilities	0	0	0
	English Language Learners	11	11	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	03	4	25
	Economically Disadvantaged	50	50	50
	Students With Disabilities	0	0	0
	English Language Learners	11	11	11

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		8	17	15
	Economically Disadvantaged		69	69	69
	Students With Disabilities		15	15	15
	English Language Learners		15	15	15
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		12	26	42
	Economically Disadvantaged		69	69	69
	Students With Disabilities		15	15	15
	English Language Learners		15	15	15
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students				17
	Economically Disadvantaged		69	69	69
	Students With Disabilities		15	51	51
	English Language Learners		15	15	15
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL	46			29							
BLK	30			30							
HSP	58			37							
FRL	34			29							
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	44			38							
BLK	50	33		39	21						
HSP	74	59		67	41						
FRL	57	36	10	44	21		40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	57	40		57	20						
BLK	56	25		58	25						
HSP	66	33		75	43						
FRL	54	20		65	40						

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	17
Total Points Earned for the Federal Index	174
Total Components for the Federal Index	6
Percent Tested	97%
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%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
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%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the I Ready Reading diagnostic progress monitoring assessment, conducted on September 2021 (AP 1), the school-wide data reveal that the primary deficiencies are vocabulary and comprehension: Informational Text. The school strengths are phonological awareness and high-frequency words. The 2020 AP 3 and the 2021 AP 1 show the same school-wide trends, deficiencies, and strengths. In addition, all grade levels have a 71% reading and 91% mathematics learning reduction average between AP 3 and AP1. The data reveals that 4th and 5th grade have the lower performance in reading and 2nd, 3rd and 4th in mathematics. According to the I-ready AP1 21-22 assessment, the ESE and ESOL students are below one or more grade levels, and none are on grade level in reading or mathematics.

KINDERGARTEN: I Ready AP1 21-22 data show that 14% of the students are at mid or above grade level, 16% early on grade level, and 70% one grade level below. The data show that kindergarten students are on target for reading. Additional support data comes from FLKRS, showing that 95% of the students tested at 95% above the benchmark. Students will continue working according to the curriculum, differentiating instructions and subgrouping. Finally, on AP1, Mathematics students are on target. The I Ready data indicate that 16% are mid or above grade, 6% early on grade level, and 78% one grade level below.

Standardized Testing: The third, fourth, and fifth grades students achieved a 17% proficiency level for reading mathematics and science.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In reading, per the iReady Reading student data, as observed and analyzed from the AP 3 spring diagnostic, the area of greatest concern for grades K through 5, including the subgroups of students on Free-Reduced Lunch, ESE, and ESOL, of the following domains listed above, which had the greatest percentage of students performing at least on grade level below currently enrolled was in the area of vocabulary.

Per the FSA Spring 2019 results for the third grade students, who are our current fifth grade students, there was only one student who scored a level 1 on the reading and the math FSA.

Per the FSA Spring 2021 results for third grade students, the area with the greatest need for improvement is in the area of "Integration of Knowledge and Ideas" with an average student performance of 33 percent of all the third grade students assessed during the spring 2021 FSA, which was a total of twenty-nine students.

In mathematics, per the iReady Math student data, as observed and analyzed from the AP 3 spring diagnostic, the greatest area of concern for grades K through 5, including the subgroups of students on Free-Reduced Lunch, ESE, and ESOL, of the following domains mentioned above in order of greatest percentage of students performing at least on grade level below currently enrolled was in the area measurement and data.

The Spring FSA 2021 scores for ELA, Writing, and Math for 3-5 grades haven't been made available as yet by the Florida Department of Education.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

At the time of this update for revisions, Monday, July 26th, 2021, BASIS 3.0 is still down.

The new actions which will need to be taken to address this need for improvement in mathematics are the following: (a) We will have in-person learning summer academic support/instruction for students who are incoming third, fourth and fifth graders as of August 18, 2021. They will receive five consecutive weeks of direct instruction over the summer break to address areas of concern in reading

and mathematics for grades 3, 4 and 5. The curriculum will be Florida Standards based, utilizing iReady Reading and Mathematics to collect student data, provide teacher-led instruction, and progress monitoring of standards mastery. (b) In addition, we will have a reading endorsed interventionist focus on providing Tier 3 reading and mathematics support to our K-5 students, the Kindergarten students would be identified within or after the first marking period, in order to collect and analyze student data for areas of concern. (c) Incorporate a S.T.E.A.M. (Science, Technology, Engineering, Arts, and Mathematics) theme through hands-on project-based learning experiences at least one project per nine weeks. This will address the areas of concern of reading comprehension of informational text and in measurement and data within the content area of mathematics. (d) The Special Programs coordinator, along with the leadership team, will be tracking ESE and ESOL student progress throughout the school year, conducting meetings with parents and teachers, and revisiting student's individual plans as required and accommodations revised or added as needed.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Progress Monitoring through iReady conducted in 2018-2019 school year 2020-2021 school, the students in grades K-5 showed the most improvement in the following areas:

Based on the Spring 2019 iReady Reading Diagnostic Results for grades Kindergarten through fifth, the area which showed the most improvement was in the area of Comprehension of Literature, when compared to the Spring 2021 iReady Reading Diagnostic Results, which showed the average score to be 48 percent in this same domain. Therefore in the domain of the Comprehension of Literature, the calculated difference between the scores from the last diagnostic in 2019, which had an average of 40 percent, compared to the most recent spring 2021 scores, which was an average of 48 percent, had a growth of 8 percent. This data reflects the collective performance of all students, which includes our ESE and ESOL students.

Based on the Spring 2019 iReady Math Diagnostic Results for grades Kindergarten through fifth, when compared to the Spring 2021 iReady Math Diagnostic Results, the area which showed the most improvement was in the domain of Measurement and Data. In the Spring of 2019, the iReady Math Diagnostic reflected the following result of 46 percent average in grades Kindergarten through fifth grades. In the Spring of 2021, the students received the iReady Math Diagnostic and the following result was reflected in the average of 56 percent in the domain of Measurement and Data. This data reflects the collective performance of all students, which includes our ESE and ESOL students.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement in reading and math performance on the iReady Reading and Math Diagnostic assessments, as based off of progress monitoring, showed the most improvement in the following areas mentioned previously. With respect to the content area of reading, that based on the Spring 2019 iReady Reading Diagnostic Results for grades Kindergarten through fifth, the area which showed the most improvement was in the area of Comprehension of Literature, when compared to the Spring 2021 iReady Reading Diagnostic Results, which showed the average score to be 48 percent in this same domain. Therefore in the domain of the Comprehension of Literature, the calculated difference between the scores from the last diagnostic in 2019, which had an average of 40 percent, compared to the most recent spring 2021 scores, which was an average of 48 percent, had a growth of 8 percent. This data reflects the collective performance of all students, which includes our ESE and ESOL students.

Based on the Spring 2019 iReady Math Diagnostic Results for grades Kindergarten through fifth, when compared to the Spring 2021 iReady Math Diagnostic Results, the area which showed the most improvement was in the domain of Measurement and Data. In the Spring of 2019, the iReady Math

Diagnostic reflected the following result of 46 percent average in grades K-5. In the Spring of 2021, the students received the iReady Math Diagnostic and the following result was reflected in the average of 56 percent in the domain of Measurement and Data.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented in order to accelerate learning are the following: (1) Allow students to continue to have access to iReady Reading and iReady Math in order to maintain continuity of learning at their level through tutorials and practice on skills based on the Florida Standards. (2) Monitor student usage of the iReady Reading and iReady Math platforms and provide an incentive for the students who complete the most lessons in iReady for each grade level. (3) The school will conduct a summer academic program which targets incoming third, fourth, and fifth grade students beginning in the month of June 2021 until the end of July 2021. The areas of focus for this additional academic support will be in the areas of reading and mathematics, with social-emotional learning embedded into the lessons. Concurrently, students who are identified as ESOL and ESE, will also be participating in receiving this additional support, per parent approval. (4) In the 21-22 school year, we will continue to have a reading endorsed interventionist to provide Tier 3 reading supports and also provide Tier 3 math support to identified students. (5) The school will also offer extra academic support to students via an after-school tutoring model, after ongoing assessment and review, which would target students in grades three, four, and five, in preparation for their Florida Standards Assessments in the spring of 2022, and also for the Science FCAT exam which the fifth graders would need to take in the spring also.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the contributing factors and strategies identified to accelerate learning, as mentioned: (1) In order to accommodate the professional development to be conducted for the teachers and leaders, there will be additional days provided for teachers and instructional staff into the academic school calendar for the 2021-2022 school year in August, before the first day of school for students, in order to review student data and programs used to issue diagnostic assessments, differentiate instruction, and progress monitor. (2) There will be professional development provided to all the Kindergarten through fifth grade teachers regarding iReady Reading and iReady Math Diagnostic Assessments, iReady Reading Growth including the "Teacher Toolbox". (3) Teachers will also be trained how to use BASIS 3.0 in order to gather information on their students for better planning, based on test scores, and also, how to document their interventions for CPST referrals. This will be done in order to keep everyone abreast as to current student standing and then to make educational support decisions with real-time data and communicate with parents and or guardians more readily based on the data so that instruction is continuously targeted and there is buy-in support from the families to ensure that students are following up with their home learning and reading each evening a print material of their choice. (4) Teachers will also be trained on how to effectively use Class Dojo in order to communicate and share best practices regarding how parents can help their students and also examples of concepts taught.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A description of the additional services that will be implemented to ensure sustainability of improvement in the next academic year and beyond are the following measures: (1) Implement the State Approved ELA materials which cover the B.E.S.T. standards for grades Kindergarten through fifth grades from the 2021-2022 school year and for the next five years. The subscription that our school has purchased is for five years to last until the 2026-2027 school year. (2) Engender partnerships between the school and the City of Tamarac, local businesses, community partners, and

stakeholders, to create a synergy of services and supports among students, staff, and neighboring businesses. (3) Florida Standards based programs, such as iReady, and or other programs that will be aligned to B.E.S.T. standards aligned to instruction for grades Kindergarten through fifth grades, for the next five years, will be acquired and implemented into the core content areas. (4) Maintaining a reading endorsed instructional support staff member to continue to provide additional Tier 3 reading support and also provide Tier 3 mathematics interventions (which may also be provided by another certified staff member depending on the amount of students in need of Tier 3 interventions for the content area of mathematics). (4)The school will continue to offer after-school services which will provide an opportunity for students to receive additional support with home learning assistance, a snack, and supervision in the evenings to accommodate the needs of working parents. (5)The school will continue to offer bus transportation as the enrollment numbers allow.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

<p>Area of Focus Description and Rationale:</p>	<p>The critical needs were identified using I Ready student assessments reviews at different times during the year. USING THE NEEDS ANALYSIS BY DOMAIN, the I Ready Reading Diagnostic Assessments compared the AP1-AP2-AP3 in the 2020-2021 school year. The data shows the trends over the school year. In addition, AP1 21-22 reveals the same critical needs in reading.</p> <p>iReady Reading Diagnostic AP 3 in 2020-2021 showed an increase in overall student proficiency from AP 1 20-21. The target data was the students scoring on or above the level in reading. However, a decrease from AP3 2021 to AP1 21-22.</p> <p>In the AP 1 given in the fall of 2020, the overall proficiency of our students in reading level was at 10 %. Then, in the AP 3 20-21, the overall student proficiency moved up to 31 %. However, the AP1 21-22 was 10%, equal to AP 1 20-21.</p> <p>AP1-21-22 K-2: There was an average of 73% at risk in the domain of Vocabulary school-wide in grades K-5, but in the K-2 band, an average of 69% of the students were assessed as being below grade level.</p> <p>3-5: There was an average of 73% at risk in the domain of Vocabulary school-wide in grades K-5, but in the 3-5 band, on average, 78% of students were assessed as being below grade level.</p> <p>ESOL – Students in grades K to 5 who are identified as LY/LF will receive instructional support as per their language learning plans. The ESE - students in grades K to 5 who are identified as ESE will receive accommodations per each subject area and instructional support as per their individualized plans.</p> <p>The ESE and ESOL students are in critical need of effective reading instruction as they are 100% below grade level in reading according to the AP1-21-22.</p>
<p>Measurable Outcome:</p>	<p>By June 2022, the average percentage of students in grades K-5, this includes ESE, ESOL, MTSS/Rtl students who scored at risk in Vocabulary (73% in AP1 in 2021-2022), will decrease by 10% when assessed on the AP 2 or AP 3 iReady Reading Diagnostic during the 2021-2022 school year.</p>
<p>Monitoring:</p>	<p>This area of focus will be monitored on a monthly basis to track growth and analyze instruction and differentiation to meet the needs of students in grades Kindergarten through fifth grade beginning from AP 1 Diagnostic and will periodically be evaluated during the year AP2 and AP3 and monthly monitoring by grade.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Paulina Jarrett (pjarrett@excelsiorcharterclass.onmicrosoft.com)</p>
<p>Evidence-based Strategy:</p>	<p>The evidence-based strategy being implemented for this Area of Focus in Vocabulary for grades K to 5, will be utilized from the Florida Standards Based iReady Reading system. Wherein, teachers will be able to provide differentiated lessons in Vocabulary in grades Kindergarten through fifth grades, using "Tools for Instruction" with strategies aligned to Florida Standards and appropriate to Vocabulary concepts. In addition, the classroom teachers will implement classroom strategies to increase vocabulary learning while monitoring progress using I Ready.</p>

The strategy was selected based on I Ready student assessments reviews at different times during the year. USING THE NEEDS ANALYSIS BY DOMAIN, the I Ready Reading Diagnostic Assessments compared the AP1-AP2-AP3 in the 2020-2021 school year. The data shows the reading trends over the school year.

Rationale for Evidence-based Strategy:

It is good to have real data of the students scoring on or above the level in reading. The strategy used is based on I-ready research-based strategies used to improve learning in the domain selected.

In the AP 1 given in the fall of 2020, the overall proficiency of our students in reading level was at 10 %. Then, in the AP 3 20-21, the overall student proficiency moved up to 31 %. However, the AP1 21-22 was 10%, equal to AP 1 20-21. The strategy will be suitable to provide meaningful learning opportunities for ESE and ESOL students by group and school-wide.

Action Steps to Implement

Based on the data obtained during AP1, the leadership team will identify the two primary domains with lower reading outcomes in collaboration with the teachers. The school will focus on one domain to increase learning opportunities in the first two quarters and the other one in the third and fourth quarters. Part of the learning opportunities will add school-wide spelling bee monthly competitions, classroom strategies and increase the reading time. Monthly, teachers will use the I-ready teacher tools as well as progress monitoring. The reading specialist will provide progress monitoring training and professional development on using the toolbox during the faculty meetings.

Person Responsible Paulina Jarrett (pjarrett@excelsiorcharterclass.onmicrosoft.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Excelsior Charter of Broward was in the moderate range.