

Hillsborough County Public Schools

Excelsior PREP Charter School



2021-22 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: 1/20/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2020-21 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
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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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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	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

Year	2020-21	2019-20	2018-19
Grade		F	F

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Purpose and Outline of the SIP

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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	Position Title	Job Duties and Responsibilities
Mullings, Stephanie	Principal	<p>Leadership:</p> <ul style="list-style-type: none"> • 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>Instructional:</p> <ul style="list-style-type: none"> • 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>Administrative:</p> <ul style="list-style-type: none"> • Planning, implementing, supervising, and evaluating all other programs, i.e. Athletics, Extra-Curricular, Co-Curricular. • 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. • • MINIMUM QUALIFICATIONS: • • Florida certification Educational Leadership required within the first year of employment. Five (5) years of related professional experience required. Bachelor's Degree (preferably in education) required, but master's degree (or currently enrolled in) is preferred. • • SALARY AND BENEFITS: • • Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance-based salary

Name	Position Title	Job Duties and Responsibilities
		<p>schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year.</p> <ul style="list-style-type: none"> •
	Assistant Principal	<p>ESSENTIAL DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Enforcing attendance rules • Meeting with parents to discuss student behavioral or learning problems. • Responding to disciplinary issues • Coordinating use of school facilities for day-to-day activities and special events • Working with teachers to develop curriculum standards. • Developing and maintaining school safety procedures • Evaluating teachers and learning materials to determine areas where improvement is needed. • Coordinating and planning class schedules • Assessing data such as state standards and test scores • Coordinating transportation for students • Ordering and approving equipment and supply orders • Maintaining systems for attendance, performance, planning, and other reports • Supervising grounds and facilities maintenance • Walking the hallways and checking in on teachers and classrooms • Responding to emails from teachers, parents and community members <p>SKILL REQUIREMENTS:</p> <ul style="list-style-type: none"> • Basic computer skills • Good organizational skills • Ability to function independently and as part of a team. • Communicate effectively. • Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, budgets, etc. using prescribed formats and confirming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence. • Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graph. • Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Demographic Information

Principal start date

Sunday 1/20/2019, 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

24

Total number of students enrolled at the school

272

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

4

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

11

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	33	45	36	52	42	22	0	0	0	0	0	0	0	230
Attendance below 90 percent	19	15	12	15	12	4	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	2	1	0	0	0	0	0	0	0	0	3
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 FSA ELA assessment	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	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	3	4	4	0	0	0	0	0	0	0	11

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	3	1	1	4	3	0	0	0	0	0	0	0	0	12
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

Friday 8/20/2021

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	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	

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	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	

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				21%	52%	57%		52%	56%
ELA Learning Gains					55%	58%		52%	55%
ELA Lowest 25th Percentile					50%	53%		46%	48%
Math Achievement				29%	54%	63%		55%	62%
Math Learning Gains					57%	62%		57%	59%
Math Lowest 25th Percentile					46%	51%		44%	47%
Science Achievement					50%	53%		51%	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	23%	52%	-29%	58%	-35%
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		-23%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	31%	54%	-23%	62%	-31%
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		-31%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

In grades, k-5 Excelsior Prep used i-ready data to progress monitor

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	22			43							
BLK	29	23		30	25		10				
HSP	34			31							

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
FRL	37	31		36	33		10				
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

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	27
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	27
Total Points Earned for the Federal Index	162
Total Components for the Federal Index	6
Percent Tested	93%
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 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	23
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	29
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	29
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?

ELA proficiency was the lowest level demonstrated within the seven components. In comparing the data from 2018-2019 to 2020-2021 our students displayed an increase in proficiency. The 2020-2021 school year was the first year that data was received for our 4th -5th graders in ELA. One of the major contributing factors to this year's low performance can be attributed to the inconsistencies of attendance, the struggles with COVID to include the revolving door of quarantine.

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

During the 2018-2019 school year, only 21% of the 13 third graders at Excelsior Prep Charter School scored proficient on the ELA portion of the FSA. Although the data indicates that our greatest need for improvement is in the area of reading, we will also focus on increasing our proficiency and learning gains percentage in the area of mathematics.

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

Excelsior Prep Charter School believes that the greatest contributing factors were the plethora of challenges that were encountered as a result of the pandemic. COVID quarantines, student absenteeism, teacher absenteeism, along with the mandatory stay at home order, and parental choice of keeping students home resulted in loss of knowledge that students had once acquired. Additionally, navigating through the challenges of providing instructional methods via remote, hybrid, and brick and mortar simultaneously through technological issues the school experienced.

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

The data reflects that our school showed an increase in percentages in both reading and math for grade 3 from 2018-2019 to 2020-2021. When comparing the 2019 data to the 2021 data, our school increased in reading proficiency by --- percentage points and math proficiency by --. Although an increase has been displayed, the greatest improvement was in the area of reading.

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

The contributing factors to this improvement was in school leadership. One of the goals of the new administrator was to ensure that teachers were equipped with content and supplemental materials that were rigorous and closely aligned to the FSA. The administrator also provided the teachers with guidance (Professional development, co-teaching, one on one coaching, and bi-weekly data reviews) and resources they needed. From this teachers felt supported and they were honest in communicating their areas of weakness and were not afraid to ask for assistance to improve in areas. Administration also had an open-door policy that allowed teachers to have constant communication and feedback following walkthroughs, daily instruction, informal, and formal walkthroughs. Hosting small group tutoring sessions for our tier 2-3 students from December until the end of April also contributed to improvement.

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

The data is showing that strategies implemented thus far has worked, thus reflecting an increase. We will continue to provide a targeted and structured intervention program to support learning. Acquiring additional resource staff to push into the classrooms. Having a reading and math coach will further aid teachers, as the coaches can support new teachers as well as provide modeled lessons to increase effective instruction in the classrooms. Hosting FSA parents nights is a strategy that EPCS find beneficial as administrators and teachers provide guidance and instruction to parents on how they are able to help their children at home.

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.

Professional development opportunities have been identified throughout the year to support teachers' mastery of differentiated instruction, classroom management, community building, Social-Emotional Learning, digital/online platforms and resources as well as best practices that support study skills, character education, mental health and data analysis. The following are the professional development trainings that will be offered throughout the school year.

Iready -2 sessions
 Acaletics Math - 3 sessions
 Reading Mastery- 1 session
 Differentiated Instruction
 Overview of the School Grade
 Data chat- bi-Weekly within the team meetings/ monthly with administration
 Additional PD will be added on an as-need basis

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

Adjustments and considerations have been made to the budget to continue funding to support the salaries of resources and support staff. Positions such as interventionist, reading & math coaches, and para professionals are vital to any school's academic acceleration.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus**

Description and Rationale: On the FSA assessment, 35% of our students were proficient in the area of reading.

Measurable Outcome:

The measurable outcome we hope to achieve is 45%. We hope to achieve our proficiency score by implementing the core curriculum with fidelity and provide the necessary interventions.

Monitoring:

We are being strategic on how we are targeting our students. We have provided baseline assessments from i-Ready and School City. Based on the results, we are providing some of our fragile learners with small group interventions.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Some of the interventions we are using, but are not limited to are Journeys intervention support pieces, Reading Mastery- providing by reading resource, i-Ready Instructional Groups, and small group support.

Rationale for Evidence-based Strategy:

The rationale for selecting this strategy is all students are not on the same level academically. Therefore, we are providing a multitude of interventions that have been researched to assist the students with their deficiencies in ELA.

Action Steps to Implement

- 1 Monitoring Data
2. Analyzing Data
3. Receiving Intensive Intervention from teachers during RTI based on data.
4. Reading Mastery instruction to Tier 3 students provided by Reading Resource teacher
5. Smaller intervention groups

Person Responsible

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

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 has had no significant data to report. The school year 2020-2021 was our first year with 5th grade however more than 50% of the grade level was learning for the majority of the school year. This is significant to use and this question because in most cases you see an uptick in behavior in your upper elementary grades specifically with your older students in grades 4th-5th. We will continue as a school to encourage positive behavior, daily recite our school affirmation based on the 3 R's, Respectful, Responsible, and Ready to learn! Teachers will also continue to praise and enforce positive behavior classroom through classroom celebrations as well as school celebrations.

As a school will be responsive and cognizant of the behavior and emotional needs of children. Conversations will be healed with and requests will be made of our school Psychologist to support those children who are in need of the extra layer of support.

As a leadership team will closely monitor the data, by closely looking for habitual offenders. This will help us to make an informed decision on the antecedents of the manifestations and quickly devise a plan, be it a plan for the students or the teacher.

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.

Excelsior Prep Charter School embodies the goal to foster an environment that is conducive to building meaningful relationships with parent, students, and other stakeholders. Parent, teacher, student relationships are key characteristics to student success. Having a sound parent, teacher, and student relationships that are constructed on a foundation that is focused on the impact of students and their learning. This will be accomplished through meetings, parent workshops, and special school based events.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administrators will make principals are central to shaping positive and professional school culture and climate. The principals will work daily at displaying work and value-driven behaviors that shape a positive set of underlying norms, values, and beliefs that foster learning.

The teachers will contribute to the culture in many ways, which include building trust, offering support, and

creating a space that encourages learning.

Students will contribute to our school culture by being in alignment with our 3 r's slogan- Responsible, Respectful, and Ready to learn!

Parents will contribute by partnering with us in the education of their learning through avenues and opportunities provided by the school such as parent workshops, parent-professional developments, parent-teacher conferences, and other opportunities.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$118,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	7791 - Excelsior PREP Charter School	UniSIG	1.0	\$50,000.00
			Notes: Hire a Reading Coach. The Reading Coach will focus on coaching, modeling, and lesson planning with teachers in grades 3-5. The coaching and modeling will occur weekly under the supervision of the school principal. Follow-up data will be collected monthly to progress monitor implementation of coaching. The Reading Coach will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5.			
		520-Textbooks	7791 - Excelsior PREP Charter School	UniSIG		\$7,315.00
			Notes: Rally Education Test Prep Supplemental Material- teachers in grades 3-5 will use Rally education test prep material to supplement student learning and to provide targeted instructional focus in reading and math			
		130-Other Certified Instructional Personnel	7791 - Excelsior PREP Charter School			\$9,000.00
			Notes: Team Leader stipend- pay a stipend of 150.00/month for 10 months to 6 teachers. The Team Lead teacher leads a team of teachers (aligned by grade level, in developing their ability to effectively deliver instruction and increase student outcomes. In addition to providing high-quality instruction in their own classrooms, the Team Lead's role is to build the capacity of the teachers to deliver high-quality, effective instruction. The Team Lead will provide support to their team of teachers by providing coaching; contributing to their growth and performance evaluation for each teacher on the team, including and facilitating collaborative time amongst his or her team of teachers. The team lead will also have a shared responsibility on the leadership team and will meet monthly with the administration.			
		500-Materials and Supplies	7791 - Excelsior PREP Charter School			\$5,937.50
			Notes: Supplies- printer, printer ink, laminating film, different varieties of printer paper, construction paper, pencils, scissors, markers, calculator			
		500-Materials and Supplies	7791 - Excelsior PREP Charter School			\$4,825.50
			Notes: Purchase classroom manipulatives and centers for teachers to use in their classroom to support and supplement the learning.			
			7791 - Excelsior PREP Charter School			\$25,600.00
			Notes: Para-professional-assists teachers with classroom management and organization. Provide a positive and nurturing guide for students and attends to their physical, personal, academic, and emotional needs.			

			7791 - Excelsior PREP Charter School			\$7,250.00
			<i>Notes: Fringe benefits for reading coach</i>			
			7791 - Excelsior PREP Charter School			\$675.00
			<i>Notes: FICA for team leaders</i>			
			7791 - Excelsior PREP Charter School			\$5,375.00
			<i>Notes: FICA and fringe benefits for para-professional</i>			
	5100	520-Textbooks	7791 - Excelsior PREP Charter School			\$2,772.00
			<i>Notes: Curriculum Associates Curriculum- purchase a reading and math curriculum that will enable teachers to best support the learning of their students during small group instruction.</i>			
Total:						\$118,750.00