

TITLE I SCHOOLWIDE PLAN FOR CHARTER SCHOOLS



Broward County Public Schools

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

SCHOOL INFORMATION

School Name: Excelsior Charter of Broward	District: Broward
Principal: Alicia Brown	Board Chairperson: Jaime Minor

1. A COMPREHENSIVE NEEDS ASSESSMENT of the entire school

A comprehensive needs assessment of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation to the state academic content standards.
Describe the process utilized to conduct the comprehensive needs assessment for this school. The process utilized by the school to conduct a comprehensive needs assessment of the entire student body from grades K-5, including migrant children (if enrolled), to gain information about the academic achievement of the children in relation to the state academic content standards are as follows: <ul style="list-style-type: none">• Students are given iReady progress monitoring and diagnostic interim assessments that are aligned to the Florida State Standards in the areas of reading and mathematics. A data chat is conducted with all teachers to discuss strategies to bridge the learning gaps and deficiencies.• Students are given the Florida Standards Assessment in grades 3-5 in the spring. Based on the results of these assessments, areas of opportunity for academic improvement are identified and disaggregated into groups – struggling areas as a whole group, special population subgroups, fragile subgroups, and the lowest quartile of students. A data chat is conducted with all teachers to discuss strategies to bridge the learning gaps and deficiencies.

2. REFORM STRATEGIES

ELA-English/Language Art Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.A. FSA 2.0: Students scoring at Achievement Level 3 or higher.			1A.1	1A.1	1A.1
Reading Goal 1A: By the end of the year our proficiency score will have increased from 61% to 63%.	Current Level of Performance:*	Expected Level of Performance:*	FSA Camp, Tutoring and iReady	Pre and Post tests to determine if students are mastering standards. iReady AP1 – AP3 progress monitoring	FSA and iReady
	61%	63%			
			1A.2	1A.2	1A.2
			Resource classes three times per week, tutoring that provides additional support in ELA using the iReady instructional books and teacher toolbox.	Bi-Weekly/Monthly progress monitoring assessments to ensure standards are being mastered.	FSA and iReady

		1A.3 Assigning iReady lessons for ELA and changing levels of difficulty as students complete all standards.	1A.3 Achievement levels of 80% on all assignments.	1A.3 FSA and iReady
ELA-English/Language Arts Goals		Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
FSA 2.0: Students scoring below level 3.		1B.1	1B.1	1B.1
Reading Goal 1B: By the end of the year, less than 39% of students will score below level 3 in reading.	Current Level of Performance:*	FSA Camp and iReady	Pre and Post tests to determine if students are mastering standards. iReady AP1 – AP3 progress monitoring	FSA
	Expected Level of Performance:*			
	61%	63%		
		1B.2 Resource classes five times per week, tutoring that provides additional support in ELA using the iReady.	1B.2 Bi-Weekly/Monthly progress monitoring assessments to ensure standards are being mastered.	1B.2 FSA and iReady

		1B.3 Assigning iReady lessons for ELA and changing levels of difficulty as students complete all standards.	1B.3 Achievement levels of 80% on all assignments.	1B.3 FSA and iReady quarterly progress monitoring
English/Language Arts Goals		Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.		1C.1. N/A	1C.1. N/A	1C.1. N/A
Reading Goal 1C:	Current Level of Performance:*	Expected Level of Performance:*		
Florida Alternate Assessment was not administered.	N/A	N/A		
		1C.2. N/A	1C.2. N/A	1C.2. N/A

		1C.3. N/A	1C.3. N/A	1C.3. N/A
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ELA - Writing Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2.A. FSA 2.0: Students scoring at Achievement Level 3 or higher.			2A.1	2A.1	2A.1
Writing Goal 2A: By the end of the school year, the percentage of students scoring a level 3 or higher will have increased from 61% to 63%.	Current Level of Performance:*	Expected Level of Performance:*	iReady	Pre and Post tests to determine if students are mastering standards.	FSA
	61%	63%			
			2A.2 iReady five times per week that provides additional support in writing.	2A.2 Bi-Weekly mini-assessments/Monthly progress monitoring assessments to ensure standards are being mastered.	2A.2 FSA

		2A.3 Assigning iReady writing lessons and changing levels of difficulty as students complete all standards.	2A.3 Achievement levels of 80% on all assignments.	2A.3 FSA
ELA - Writing Goals		Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
FSA 2.0: Students scoring below level 3.		2B.1	2B.1	2B.1
Writing Goal 2B: By the end of the year, less than 39% of students will	Current Level of Performance:*	iReady	Pre and Post tests to determine if students are mastering standards.	FSA
	Expected Level of Performance:*			
	61%			
	63%			

score below level 3.		2B.2 iReady five times per week that provides additional support in writing.	2B.2 Bi-Weekly mini-assessments/Monthly progress monitoring assessments to ensure standards are being mastered.	2B.2 FSA
		2B.3 Assigning iReady writing lessons and changing levels of difficulty as students complete all standards.	2B.3 Achievement levels of 80% on all assignments.	2B.3 FSA
Writing Goals		Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.		2C.1. N/A	2C.1. N/A	2C.1. N/A
Writing Goal 2C: Florida Alternate Assessment was not administered.	Current Level of Performance:*	Expected Level of Performance:*		
	N/A	N/A		

		2C.2. N/A	2C.2. N/A	2C.2. N/A
		2C.3. N/A	2C.3. N/A	2C.3. N/A
Mathematics Goals		Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3.A. FSA 2.0: Students scoring at Achievement Level 3 or higher.		3A. 1	3A.1	3A.1
Math Goal 3A:	Current Level of Performance:*	FSA Camp	Pre and Post tests to determine if students are mastering standards.	FSA
By the end of the school year, the percentage of students scoring at	Expected Level of Performance:*			
	50%			
	53%			

an achievement level 3 or higher in mathematics will increase by 53%.		3A.2 iReady five times per week that provides additional support in mathematics.	3A.2 Bi-Weekly mini-assessments/Monthly progress monitoring assessments to ensure standards are being mastered.	3A.2 FSA and iReady growth checks
		3A.3 Assigning iReady math lessons and changing levels of difficulty as students complete all standards.	3A.3 Achievement levels of 80% on all assignments.	3A.3 FSA and iReady interim assessments
Mathematics Goals		Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
FSA 2.0: Students scoring below level 3.		3B.1 FSA Camp and iReady	3B.1 Pre and Post tests to determine if students are mastering standards.	3B.1 FSA
Math Goal 3B:	Current Level of Performance:*			
By the end of the school year, less than 50% of the students will have scored	50%	53%		

below level 3.		3B.2 iReady five times per week that provides additional support in mathematics.	3B.2 Bi-Weekly mini-assessments/Monthly progress monitoring assessments to ensure standards are being mastered.	3B.2 FSA and iReady interim assessments
		3B.3 Assigning iReady math lessons and changing levels of difficulty as students complete all standards.	3B.3 Achievement levels of 80% on all assignments.	3B.3 FSA and iReady interim assessments
Mathematics Goals		Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.		3C.1. N/A	3C.1. N/A	3C.1. N/A
Math Goal 3C: Florida Alternate Assessment was not administered.	Current Level of Performance:*	Expected Level of Performance:*		
	N/A	N/A		

		3C.2. N/A	3C.2. N/A	3C.2. N/A
		3C.3. N/A	3C.3. N/A	3C.3. N/A

Science Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher.			4A.1	4A.1	4A.1
Science Goal 4A: By the end of the school year,	Current Level of Performance:* 54%	Expected Level of Performance:* 57%	FSA Tutoring	Pre and Post tests to determine if students are mastering standards.	FSA Science

the percentage of students scoring a level 3 or higher in science will have increased from 54% to 57%.					
			4A.2 STEM Scopes resources - lessons five times a week with additional support provided in science in addition to iReady informational text and iReady math lessons.	4A.2 Bi-Weekly mini-assessments/Monthly progress monitoring assessments to ensure standards are being mastered.	4A.2 FSA Science
			4A.3 Assigning STEM Scopes and iReady math/science lessons and changing levels of difficulty as students complete all standards.	4A.3 Achievement levels of 80% on all assignments.	4A.3 FSA Science
Science Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Statewide Science Assessment: Students scoring below level 3.			4B.1	4B.1	4B.1
Science Goal 4B:	Current Level of Performance:*	Expected Level of Performance:*	FSA Tutoring	Pre and Post tests to determine if students are mastering standards.	FSA Science
By the end of the school year, less than 46% of the	54%	57%			

students will have scored below level 3 in science.		4B.2	4B.2	4B.2						
		4B.3	4B.3	4B.3						
Science Goals		Problem-Solving Process to Increase Student Achievement								
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
4C. Florida Alternate Science Assessment: Students not meeting proficiency on an alternative assessment.		4C.1.	4C.1.	4C.1.						
<table border="1"> <tr> <td>Science Goal 4C:</td> <td>Current Level of Performance:*</td> <td>Expected Level of Performance:*</td> </tr> <tr> <td>Florida Alternate Science Assessment</td> <td>N/A</td> <td>N/A</td> </tr> </table>		Science Goal 4C:	Current Level of Performance:*	Expected Level of Performance:*	Florida Alternate Science Assessment	N/A	N/A	N/A	N/A	N/A
Science Goal 4C:	Current Level of Performance:*	Expected Level of Performance:*								
Florida Alternate Science Assessment	N/A	N/A								

was not administered.		4C.2.	N/A	4C	N/A	4C.2.	N/A
		4C.3.	N/A	4C.3.	N/A	4C.3.	N/A

3. Implementation of schoolwide REFORM STRATEGIES

Describe how the school will provide opportunities for all children to meet proficient and advanced levels of student academic achievement with information about the academic achievement of children in relation to the state academic content standards.

Excelsior Charter of Broward will provide opportunities for all children to meet proficiency and advanced levels of student academic achievement with information about the academic achievement of children in relation to the state academic content standards, by conducting individual and group data chats with students to identify areas in which they will be assessed, areas in which they need to improve, and how they perform in comparison to other students.

Describe how the school will use effective methods and instructional strategies that are based on scientifically based research that:

- strengthen the core academic program;
- increase the amount of learning time;
- include strategies for serving underserved populations.

Excelsior Charter of Broward will follow the district approved reading plan and will implement research based curriculum such as Go Math, iReady, and STEM Scopes. Teachers will be provided professional development to ensure understanding of the curriculum and will be sent to district provided trainings in order to increase effectiveness of their instructional practices. The school will increase the amount of learning time by offering increased teacher-led intervention times, in lieu of a foreign language or music special time, small groups, pull-outs, differential instruction, and teachers will avail themselves for after school tutoring. Subgroups in the lowest 25% will be identified and will be grouped based on achievement level in order to provide differential instruction and remediation.

Describe strategies the school will use to address the needs of all children, but particularly low-achieving children and those at risk of not meeting state standards.

Excelsior Charter of Broward will administer quarterly i-Ready standards mastery tests and the mid-year iReady assessment to identify low-achieving children and those at risk of not meeting state standards. These students will be placed on a progress monitoring plan and Rtl.

Describe how the school will address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:

- Counseling, pupil services, and mentoring services.
- College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
- The integration of vocational and technical education programs.

Excelsior Charter of Broward will provide mentoring services to low achieving students. Additionally, all students will participate in business focused activities that provide college and career awareness and real world applications.

4. Instruction by **STATE CERTIFIED TEACHERS** in all core content area classes

Provide instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).

List instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).

All core content area teachers are state certified or hold an eligibility for state certification. The teachers who hold an eligibility for certification are Patty Spry and Jahmeelah Lamb-Rahming.

Describe the support and professional development being planned and provided for these professionals

Excelsior Charter of Broward will professional development on aligning instruction to state standards, courses provided in MyLearning Plan, RtI, and using data to drive instruction.

5. High quality and ongoing PROFESSIONAL DEVELOPMENT for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Describe how the school will implement high quality and ongoing professional development for teachers, principals and paraprofessionals to enable all children in the school to meet state academic content standards.

Excelsior Charter of Broward will implement high quality and ongoing professional development for teachers and principals by participating in courses provided on MyLearning Plan. Teachers and principals will share the information they have acquired in order to create a school learning community. Effectiveness of these courses will be measured by teachers implementing the strategies they have learned in their classroom and measuring student growth.

Describe how the school will implement high quality and ongoing professional development for pupil services personnel, parents, and other staff to enable all children in the school to meet state academic content standards (if applicable).

Excelsior Charter of Broward will implement bi-weekly professional learning communities, ELA, Math, and Science events will be help to inform parents and students of academic content standards and also to provide training and awareness of the intervention programs implemented by the school (tutoring, iReady, iStation, STEM Scopes, pull-outs, and remediation).

List Professional Development Activities (Title I funds and Non-Title I should be included)

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Professional Development Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
iReady	iReady Login	8/13/20	Title 1	10,000
STEM Scopes	STEM Scopes Login	1/12/21	Title 1	1,352
iStation	iStation Login	4/22/21	Title 1	11,888
Total:				23,240

6. Strategies to ATTRACT HIGH-QUALITY, STATE CERTIFIED TEACHERS to the school

Describe strategies that will be used to attract high quality, highly qualified teachers.

Excelsior Charter of Broward will post available positions on Indeed.com and will seek teachers who are certified in their subject areas. Highly-qualified teachers are often offered a sign-on bonus.

Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.

Excelsior Charter of Broward provides a family-oriented work environment in which teachers and staff are encouraged to share ideas, collaborate and grow. Teachers are provided with a coach who serves to assist teachers in becoming highly effective educators.

7. Strategies to increase **PARENT AND FAMILY ENGAGEMENT**

****Include a copy of the school's Parent and Family Engagement Policy/Plan (PFEP) for this section (The PFEP does not apply for schools new to Title I).**

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.

Excelsior Charter of Broward provides flyers, meetings and parent links, which will be used to inform parents about the Title 1 program, curriculum, assessments and proficiency levels. Volunteer hours will be awarded to parents who attend meetings, in order to encourage them to participate in the decision-making opportunities about their children's education.

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

Excelsior Charter of Broward provides information about the Title 1 program in a timely manner through flyers, web site, meetings, and parent links.

List specific training activities and decision-making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent and Family Engagement Policy/Plan and School-Parent Compacts.)

Excelsior Charter of Broward has August 13th – Meeting to select the Title 1 Committee and Open House and compacts; September 23rd – Parent Involvement Meeting for SAC and upcoming activities; and December 16 – ELA night and SAC meeting

Describe the yearly parental evaluation of the schoolwide program and how this information is will be used to improve the plan.

Excelsior Charter of Broward will have at the end of each school year, the schoolwide program will be evaluated by the Title 1 committee. Academic goals will be evaluated to determine if the goals were met and whether or not the school plan was effective. This information will be used to modify the plan for the following year.

Describe volunteer and business community partnership programs.

Excelsior Charter of Broward has partnered with local businesses and the City of Tamarac, to provide supplies and counseling for students in need. The school has also partnered with parents to provided in-class support, field trip, planning, fundraising, and career day activities.

List Parent and Family Engagement Activities for Parents (Title I funds and Non-Title I should be included)

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Parent and Family Engagement Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
Meeting to select the Title 1 Committee and Open House and compacts	Regarding academic standing and goals for the students/school	8/13/20	Not Applicable/Online	\$0.00
ELA night and SAC meeting	Regarding academic standing and goals for the students/school as per the	12/16/20	Not Applicable/Online	\$0.00

	FSA in Spring 2021 – preparation for the expectations set by the State			
Math FSA Night	Regarding academic standing and goals for the students/school as per the FSA in Spring 2021 – preparation for the expectations set by the State	1/12/21	Not Applicable/Online	\$0.00
Science FSA Night	Regarding academic standing and goals for the students/school as per the FSA in Spring 2021 – preparation for the expectations set by the State	2/3/21	Not Applicable/Online	\$0.00
iStation ELA/Math/Spanish Night	Regarding academic standing and goals for the students/school and use of iStation to access learning activities aligned to Florida Standards in grades K-5	4/22/21	Not Applicable/Online	\$0.00
Total:				\$0.00

8. Plans for assisting children in the Transition Early Childhood to Elementary or Transition Elementary to Middle or Transition from Middle school programs to high school.

Describe plans for assisting children in transition from early childhood programs to local elementary school programs or transitioning from elementary to middle school or middle school to high school as applicable. The following should be included:

- Inform parents of readiness skills during Kindergarten Round-Up
- Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations
- Offer programs and collaborate with elementary, middle and/or high schools regarding expectations
- Meet with local preschool programs to discuss readiness for transitioning students
- Implement a staggered start schedule during the first week of school
- Allow classroom visitations for transitioning students and their parents.

Excelsior Charter of Broward conducts weekly meetings to discuss student behavior, engagement, academic performance, and strategies for success. During the team meetings, teachers collaborate on ideas to create inter-disciplinary units that reinforces what is being taught in each classroom. Teachers and administration discuss individual student progress and formulate plans to ensure student growth. Parent conferences are then scheduled, and parents meet with all teachers as a team.

9. Describe measures for **TEACHERS TO BE INCLUDED IN THE DECISION MAKING regarding the use of academic assessments (described in Section 1111[b][3]) to provide information and to improve the achievement of individual students and the overall instructional program.**

Describe how administration and staff will collaborate to analyze data frequently to inform them of student needs.

Excelsior Charter of Broward's administration and staff use district created RtI charts and RtI information populated through iReady on track students' progress on assessments, and progress monitoring. If the class average on any assessment is less than 80% teachers are instructed to re-teach and then re-assess. Students are grouped based on performance, and students who do not demonstrate growth are placed on progress monitoring plans and RtI.

Describe how administration and staff will collaborate to record and graph data is to drive instructional plan and group student appropriately.

Excelsior Charter of Broward has weekly/bi-weekly meetings, administration and staff discuss strategies to implement culturally responsive pedagogy in the classroom. Teachers create instructional lessons that encourage diverse learners to share cultural experiences.

Describe how administration and staff will collaborate to plan appropriate instructional lessons for diverse learners.

Excelsior Charter of Broward, as a team, collaborates to ensure that students with learning disabilities or ELL learners receive appropriate accommodations and that strategies are documented on lesson plans and student work.

Describe how a variety of assessments are administered and how administration and staff collaborate to examine student growth.

Excelsior Charter of Broward utilizes curriculum assessments, progress monitoring assessments such as iReady and FSA to examine student growth. Pre-and Post-tests are also administered at the beginning of each unit in order to determine if students are mastering standards. Students who do not show growth are placed on Rtl and progress monitoring plans are implemented with parent collaboration.

10. Effective, timely assistance for **STUDENTS HAVING DIFFICULTLY MASTERING PROFICIENT** or academic content standards.

Describe how the school provides effective and timely assistance to students having difficulty mastering proficiency.
Excelsior Charter of Broward conducts an analysis during the summer of the FSA scores and disaggregated into levels, with levels 1 and 2, as being the lowest levels and identifying the lowest 25%. Student groups are created prior to the beginning of the school year to ensure that students are grouped based on performance levels. During the 1 st quarter i-Ready AP1 is administered to further identify students who should be placed on a progress monitoring plan. Students are given extended time, small group interventions are implemented, and tutoring is offered to students who are having difficulty mastering proficiency. With parents' collaboration and input, progress monitoring plans are implemented.
Describe how students are identified in a timely way to provide information on which to base effective assistance.
Excelsior Charter of Broward identifies students in a timely way to provide information to base effective assistance. FSA scores are analyzed prior to the beginning of the school year and progress monitoring assessments are administered during AP1, AP2 and AP3.

11. COORDINATION OF SERVICES of federal, state and local services and programs/funds.

Describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Excelsior Charter of Broward conducts at the beginning of each school year onboarding with parents for the new school year, encouraging them to complete the Free/Reduced Lunch Application. Funds provided by Title 1 Part A will be used to support methods and instructional strategies that are proven to be effective and that strengthen the core curriculum.
Title I, Part C- Migrant

Excelsior Charter of Broward will coordinate and integrate Title I, Plan C services and programs by supporting high-quality and comprehensive educational programs that reduce educational disruptions and other problems that result from repeated moves. Through partnership with local businesses, agencies, such as Henderson, Chrysalis, the school will provide counseling to students who are in need. The school's ESE and ELL team will assess students' needs to ensure that migratory students are provided with appropriate education services, and that opportunities are given for them to meet or exceed state standards.

Title I, Part D – Neglected and Delinquent

Excelsior Charter of Broward's teachers are required to participate in the district's child abuse program. The school also offers counseling to students who are at risk.

Title II – Professional Development (District)

Excelsior Charter of Broward will ensure that administration and staff are state certified in their respective areas. PD and PLC will be provided to ensure that teachers are continuously growing. Through a coaching program, teachers will be mentored and will be offered opportunities to share their strengths and will receive training to strengthen their weakness.

Title III – ESOL

Excelsior Charter of Broward will provide services and programs for Title III students, which will be coordinated and integrated through the ELL department. Teachers will be given ELL student LEP's and will be trained on how to provide the accommodations and strategies needed to ensure that ELL students succeed.

Title X- Homeless

Excelsior Charter of Broward will update the school's website regarding information about homeless education and services as required by law. Services regarding the Title X will also be posted in the school and will be available to families as needed.

Supplemental Academic Instruction (SAI)

Excelsior Charter of Broward has built in supplemental academic instruction into the school schedule to provide additional support to all students in core academic areas, including math, ELA, and science.

Violence Prevention Programs
Excelsior Charter of Broward has partnered with local fire and police departments who have hosted programs to discuss violence prevention and drug abuse with our students. Teachers are also required to participate in child abuse and violent prevention classes.
Nutrition Programs
Excelsior Charter of Broward participates in the National School Lunch Program.
Housing Program
Excelsior Charter of Broward provides information regarding homeless education through the school's website.
Head Start
Excelsior Charter of Broward does not provide Head Start services.
Adult Education
Excelsior Charter of Broward does not provide adult education.
Career and Technical Education
Excelsior Charter of Broward does not provide career and technical education classes formally but are provided real-world application experiences of business concepts, which reinforce college and career readiness.
Job Training

Excelsior Charter of Broward does not provide job training.

Other

Describe how the school will utilize services and agencies to promote business and community involvement.

Excelsior Charter of Broward participates in annual career day activities which partner with local businesses and parents can share information with our students. The school has also partnered with the local fire department and police departments in order to educate students, parents, and staff about drug and violence prevention, community events, and services that are offered of local residents.

REQUIRED SIGNATURES

Principal (print name): Alicia Brown



Signature of principal: _____

Title I Liaison (print name): _____

Signature of Title I Liaison: _____

Board Chairperson (print name): _____

Signature of Board Chairperson: _____