

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet[X] Choice

Name of Principal Mrs. Rosa Dyer Ed. S.
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Charter School of Excellence at Davie
(As it should appear in the official records)

School Mailing Address 2801 North University Drive
(If address is P.O. Box, also include street address.)

City Pembroke Pines State FL Zip Code+4 (9 digits total) 33024-2547

County Broward County

Telephone (954) 433-8838 Fax (954) 541-3117

Web site/URL https://www.charterschool.com/ E-mail r.dyer@charterschool.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Rosa Dyer E-mail r.dyer@charterschool.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Broward County Public Schools Tel. (754) 321-2135

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Jeffrey Wood
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

- Number of schools in the district (per district designation):
 - 202 Elementary schools (includes K-8)
 - 65 Middle/Junior high schools
 - 47 High schools
 - 14 K-12 schools

328 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	24	23	47
1	24	25	49
2	27	24	51
3	24	31	55
4	28	20	48
5	23	16	39
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	150	139	289

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 47 % Black or African American
 - 37 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 12 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2019	300
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Haitian-Creole, Russian, Portuguese, French

English Language Learners (ELL) in the school: 5 %
15 Total number ELL

7. Students eligible for free/reduced-priced meals: 76 %

Total number students who qualify: 220

8. Students receiving special education services: 5 %

14 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To challenge, nurture, and lead all students to become productive citizens by establishing a strong foundation for lifelong learning.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

The Charter Schools of Excellence (CSE) reopening plan for the 2020-2021 school year provided parents with the opportunity to choose between two options: (1) in-person instruction at the school site, or (2) online learning from home. Before the school year officially began, parents were contacted and provided with detailed information explaining the two educational options that were available for students during the first semester, in which they were asked to select the option they preferred. Data was then collected and analyzed from the results of both the online parent surveys and the phone surveys (each teacher personally contacted his/her students’ parents). The data revealed that CSE would best serve the community by implementing a hybrid model for student enrollment, attendance, and instruction. CSE welcomed students in the traditional manner whose parents preferred their students to physically attend class because of lack of supervision, or because of a great academic need. CSE also accommodated the parents of students who were not comfortable sending their child back for the traditional face-to-face instruction due to COVID-19 concerns.

Whether students reported to school or continued learning from home, the reopening date for students was Monday, August 19th. Students were expected to follow the schools’ five-day week schedule from 8:30 am - 2:30 pm for Kindergarten and 8:30 am - 2:45 pm for grades 1-5. Meals were provided to all students in compliance with the National School Lunch Program, and CSE ensured continuity of the provision for Free/Reduced meals for applicable students, whether they

are learning in-school or at home.

Teachers record student attendance daily for students on campus, as well as for students at home through the use of an advanced digital platform to monitor student participation in the learning process. All students use the same curriculum for each core academic area. Any textbooks or other resources that are only available in hard copy are provided to all students, whether they are working at school or from home. Every student at CSE receives a high-quality education, an equitable learning experience, and the ability to interact with his/her teacher and peers.

The online educational option is scheduled for the full-day and requires students to participate in live, synchronous instruction in accordance with their day schedule. CSE ensures that students who learn from home have the necessary technology devices, online learning resources, and connectivity needed to ensure they can participate in the schools' live, synchronous educational program through its digital platform. Students learning at home are working on the same grade level standards and using the same curriculum in all core areas as their peers who choose to participate in the traditional education program at the school. Adult supervision and support at home is required to ensure that students are able to log in and participate in their lessons in an area that is free of distractions and conducive to learning. Students are assigned to a teacher within an online classroom who provides direct instruction and takes attendance throughout the day. Hard copies of textbooks are provided to students to ensure they have the necessary tools and resources to meet their academic/programmatic needs even if they are not physically present at the school. This provides for a smooth transition once the student returns to the face-to-face academic program.

Whether students report to school or continue learning from home, CSE is committed to providing appropriate and equitable services to special student populations including students with disabilities, English Language Learners, economically-disadvantaged students, medically vulnerable students, and students requiring additional academic or socio-emotional support, with an emphasis on reducing achievement gaps. Over the summer, the school's Curriculum Committee developed a robust progress monitoring system designed to identify students who may have regressed during school closures. During the first week of school, teachers administered diagnostic assessments in reading and math to determine performance levels, and resources to deploy to support students who demonstrate a need for additional interventions and strategies. Curriculum Team members also established pacing guides aligned to the Florida Standards Assessments (FSA) standards in reading and math for each grade level. These guides include detailed timelines for a 13-day instructional focus and a two-day assessment period intended to make up for instructional time lost due to COVID-19 with a focus on bridging the gap from one grade level to the next (i.e., kindergarten to first grade, first grade to second grade, etc.). Teachers analyze progress monitoring assessment results to measure each learner's progress and determine action steps, as needed, to address any deficiencies. Tiered support is provided to all students who are not making adequate progress.

All teachers were required to report to the school site each day, five days per week, according to their contractual work hours, to provide in-person and/or live, synchronous instruction. The schools' reopening plan included specific provisions that are applied on a case-by-case basis, to allow eligible teachers and staff to work from home. These staff members are required to work the same number of hours at home as the teachers who are working from the school. All teachers, whether they are working at the school site or from home, are able to engage in collaborative planning with their assigned grade level or department. Teachers who are assigned to teach students who select the online education option from home use the schools' digital learning platform—Colegia. Teachers who work from home are provided with the necessary equipment,

technological resources, and training that they need to provide students with high quality instruction. All teachers are required to utilize Teacherease to post students' weekly grades on assessments and selected assignments. Parents and students have access to this web-based tool to view and monitor student progress.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

CSE seeks to target and distribute information to the communities in which it serves with the intention of its student body reflecting the diversity of Broward County. The School's admissions procedures, alone, are not designed to influence any racial or ethnic balances. The School abides by anti-discrimination provisions of Section 1002.33(17)(a)(4), Florida Statutes, which forbids discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in a state system of public education.

Recruitment of new students is an ongoing process. CSE's marketing strategy attracts students representative of the surrounding community, including students from "hard to reach" families. Marketing strategies include direct mailing to parents/guardians, community focus groups, program tours, and open house for prospective students, parents/guardians and community members, media coverage, referrals, posting and distributing of flyers in facilities (religious institutions, libraries, grocery stores, and Laundromats), service providers, and community centers.

Students wishing to enroll in CSE have an opportunity to do so through the enrollment process. Student enrollment is subject to capacity. If there are more applications than capacity for any grade level, enrollment, except for pupils currently enrolled, shall be determined by a random lottery conducted in accordance with the procedures described below:

1st Open Application Period: Winter

2nd Open Application Period: Spring

The dates of the open application period, and an approximate number of enrollment spaces/openings per grade level, per open application period will be posted in writing and on the website. At the conclusion of each open application period, the applications are counted to determine whether the number of applications submitted for the program exceeds the program's capacity.

Except for existing pupils of the charter school program, enrollment shall be determined by a random lottery if the number of applications submitted exceeds the program's capacity. The date, time, and location of each public random drawing is confirmed and publicized at least two weeks in advance. Once the allocated numbers of spaces/openings per grade level have been drawn, applicants are placed on a waitlist in the order drawn in the random drawing.

The random drawings are conducted in stages in accordance with the following preferences in the priority order listed below.

Priority 1: Students currently attending the school shall be automatically re-enrolled for the following year. A new application is not required for Priority 1 but each returning student will be required to complete and submit an "Intent to Return" form.

Priority 2: Children of CSE Full-Time Employees and/or current Board of Directors

Priority 3: Siblings of CSE students who currently attend CSE

Priority 4: Siblings of CSE alumni

Parents are required to provide proof of residency as stipulated in the Broward County Policy. Students are able to transfer in and out of the School using the same procedures established in the public schools. Since the School follows the Broward County Student Code of Conduct, we follow the established procedures for dismissal, expulsions, and withdrawals. The School follows School Board Policy 5.1. All medical records are required, as per County policy, before a student can begin school. Proof of all required immunizations are required before school begins.

The School follows all laws regarding admission for students with an Individualized Education Program (IEP). Any premature vacancies are filled in the same way described above. Students may withdraw from the School at any time and enroll in another public school as determined by policy set by The School Board of Broward County, Florida. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

PART III - SUMMARY

The Charter Schools of Excellence (CSE) Davie campus serves students in grades K-5 in the city of Davie. The school is located in Broward, a county in southeast Florida. The community is culturally diverse with many residents of whom English is a second language. The region is also home to the Broward County Public School System which is the sixth largest school district in the United States. It currently serves nearly 261,000 students in 310 traditional schools and 102 charter schools. Two of the charter schools that operate in Broward County belong to the Charter Schools of Excellence network.

The school is the center of the community and has a rich historical background. The Davie Campus opened in August of 2008 as a graded K-5 primary school. It is based on the first Charter School of Excellence model founded in 1997 and offers the same curriculum, philosophy, and high standards for students. The Charter School of Excellence in Fort Lauderdale has been ranked as one of the highest performing schools in the district and state. In 2008, it was named a National Blue Ribbon School by the U.S. Department of Education; and, in 2009, it received an EPIC Gold Award from New Leaders for New Schools for outstanding work in helping to raise academic achievement among students.

The Davie campus serves approximately 289 students of the following demographics: 11% White, 47% African-American, 38% Hispanic, and 9% Multi-racial. The Davie campus is a Title I school with 77% of students qualifying for free-or-reduced-lunch. Currently, the campus has two classes for each grade level from Kindergarten to fifth grade. The school employs twenty-two staff members, including one principal. 5% of staff is Caucasian, 40% African American, 5% multi-racial, 5% Asian, and 45% Hispanic. All certified staff is "Highly Qualified" and offered staff development in any area of need. The county as well as the school conducts a survey each year to assess the staff development needs of our teachers. Data is then collected to plan relevant staff development.

The Davie campus has experienced changes in student enrollment over the past three years. The school has identified two notable justifications for this change: (1) low income families move often to meet financial and job responsibilities, and (2) graded K-8 charter schools have increased in Broward County offering parents a middle school option to remain in a charter school after elementary school. In 2019 the school was at its highest enrollment until the spring of 2020 when the school was faced with COVID. It adapted quickly by offering innovative learning modalities to meet the needs of the families we serve. Parents were asked to have children learn from home while the school provided technology if needed. Technology was implemented to provide students at home, the on campus experience through the use of the Swivl. Swivl is a robotic device that follows the teachers in the classroom with an iPad that serves as the camera.

CSE believes the purpose of a primary school education is to prepare students to be successful in their continuing education, create positive learning and work habits, prepare students to be successful in their future careers, teach students to be responsible and informed citizens, teach students to communicate effectively, and to create a basis for a desire for lifelong learning. The school supports the vision developed by its founders which is to lead Florida public schools in the standard for educational quality. Its mission is to challenge, nurture, and lead all students to become productive citizens by establishing a strong foundation for lifelong learning.

The school embodies the mission developed by its founders and has diligently promoted and instilled its mission among community stakeholders, students, and staff. Some of the strategies that have been used to promote the school's mission include: posting of the mission throughout the facility; increasing family literacy by purchasing Scholastic take home books for all students to encourage home libraries; teaching core values through a character education program; informing parents of goals and initiatives by holding monthly Principal's Breakfast meetings; encouraging parents to support school events and complete mandatory volunteer hours as detailed in the Parent Contract; publishing a monthly newsletter to communicate with stakeholders; exposing students to careers by inviting guest speakers to the school; and recognizing students with monthly awards for exhibiting good character, citizenship and positive learning habits.

The school's purpose, beliefs, and values are also embodied through the program offerings and expectations set for student learning. The school has consistently provided students with an advanced curriculum that affords them the opportunity to be successful. The school provides a balanced academic program, emphasizing theme based and interdisciplinary study, with science integrated throughout the curriculum, as well as critical thinking skills and cooperative learning projects. Each student has a Personal Education Plan (PEP) to assess the skill level upon enrollment to ensure that each student's strengths are identified.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The Charter Schools of Excellence uses a carefully selected, standards-based core curriculum to support the highest level of achievement among students. Each summer, a committee of teachers and administrators meets to review the current and new curriculum, pacing guides, and data trends to make recommendations to Senior Management for the upcoming school year. The pacing guide is an integral tool to ensure all standards are taught and assessed prior to state testing and year end.

When schools closed abruptly in March 2020, there was a concern that students and teachers were not prepared for the challenges of virtual learning. Senior Management and the school's leadership team immediately came together to develop the CSE's Home Learning Plan. The school distributed laptops to all students who did not have access to technology, and the virtual learning plan was in place within five days of schools closing. The local district required all schools, including charter schools to have a plan in place by March 30th, 2020. CSE's plan was in place by March 16th, 2020.

The 2020 summer curriculum committee's focus was to conduct an in-depth review of the previous grade level's standards to ensure students are afforded the opportunity to build proficiency in core subject areas, specifically for the standards and skills scheduled to be taught in the spring of the prior school year. The committee identified standards needing reinforcement to ensure vertical and horizontal alignment; ensuring students build fluency in foundational skills as well as extend their knowledge across all subject areas.

Learning standards are taught following the state's guidelines. CSE teachers are responsible for teaching the Florida Standards. Mastery of the standards is monitored using data charts that are updated and reviewed quarterly. During the quarterly data chats, the principal and teachers look at the current levels of mastery and decide if standards require re-teaching or enrichment. The most reliable curriculum is the Ready Florida by Curriculum and Associates. It is the closest aligned to state assessments and expected rigor. Ready Florida is used in 2nd-5th grades for the core subjects and in Kindergarten and 1st grade in the Extended Learning program from 3:00-4:00 pm. Journeys is the core curriculum for Reading and Language Arts in Kindergarten through 1st grade. It focuses on laying a solid foundation in Phonics, Decoding, and Fluency. Journeys is also used to teach Grammar and Vocabulary. In 3rd through 5th grades, a supplemental curriculum, Word Wisdom, is used to teach vocabulary. The school has seen a significant increase in vocabulary in grades 3-5 since Word Wisdom was integrated in 2019.

Go Math is the Kindergarten-fifth grade curriculum used for math alongside Ready Florida Math. Florida Science is the adopted Science curriculum used in all grades. J & J Science Boot camp is a supplemental curriculum used in 3rd through 5th grades. It was adopted after one of the 5th grade teachers piloted the program. Since its adoption, the Davie campus had an increase in Florida Comprehensive Assessment Test (FCAT) scores from 52% in 2016 to 82% in 2017 as compared to the district's 54% in 2017. Social Studies Weekly is a standards aligned, student-friendly, periodical that integrates English language arts (ELA) and includes civics education through interactive research-based activities. Top Score Writing was adopted into the curriculum after collaborating with a neighboring school that had higher state assessment scores but similar demographics. Through networking the school identified Top Score as a program that could provide higher student achievement scores. Top Score is research-based and explicitly teaches the writing process. It provides checklists to guide students and formulas for them to remember the strategies. Top Score Writing has proven to be effective with 99% of the students scoring four or higher on the FSA Writing since 2017.

Assessments are completed through digital learning platforms, such as Think Central and i-Ready. To ensure best practices are implemented for students completing their exams online, teachers hold parent meetings and share parent flyers on how to encourage their child to do their best and implement test taking strategies. I-Ready is the school's progress monitoring tool used to determine students' levels of proficiency. Within the I-Ready Standards Mastery Program, there are mastery checks in 2nd-5th grades. These are assessments that provide information on the student's level of proficiency of a particular standard. Teachers analyzed progress monitoring assessment results to measure each learner's progress and determine action steps, as needed, to address any deficiencies. Tiered support is provided to all students who are not making

adequate progress.

The school follows the Multi-tiered System through Response to Intervention (RtI). Research-based strategies are implemented to provide interventions for students performing below grade level. Identified students within RtI Tier II or Tier III receive instructional support aligned to the area of academic need.

Teachers are required to turn in weekly lesson plans every Thursdays. The principal reviews all lesson plans, prints and signs them, and places them in the teacher's mailboxes on Friday afternoon. The principal checks lesson plans for the identification of the English Language Learners and the accommodations that will be provided to them in the lessons for the week, and Special Education students including those with 504 Plans and the accommodations they will receive and the differentiated activities that will take place in the daily centers in both Reading and Mathematics. This process ensures accountability by both, teachers and administrators, guaranteeing instruction is tailored to the individual student's needs.

The technology center is embedded daily for programs, such as I-Ready, Read Works and others, that teachers deem beneficial to solidify the mastery of a given standard or skill.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

CSE's curriculum is focused on academic achievement, with a concentration on technology and entrepreneurial skills. In addition to the core curriculum, the school focuses on Fine Arts, Health & Nutrition, Physical Education (PE), Character Education and Florida Science's STEM inquiry-based learning utilizing science kits for all grade levels. The school employees certified Art or Music and PE teachers who use the Core Knowledge Curriculum, CPALMS, and SPARKS to teach grade level standards. Character Education is taught daily by the homeroom teacher using Cloud9 World's Curriculum. One student per homeroom is recognized monthly for exhibiting the identified character trait. The school recognizes the importance of rewarding students for exceptional character as well as academics.

Physical Education/Health and Fine Arts are taught for 30 minutes daily on alternating weeks. It is scheduled as 'Week A' and 'Week B.' One week, students have Health on Mondays and Fridays in the classroom, and they have Physical Education on Tuesdays through Thursday outdoors, weather permitting. On the alternating week the same class has Fine Arts. Technology is infused throughout the day with all grade levels. All students in grades two through five have one-to-one laptops. As of November 2021, all students in grades K-5 have one-to-one laptops to use during the day and at home. All curriculum is available in a digital format as well as hard copy.

In March 2020, CSE transitioned to remote learning, ensuring all students had the technology and resources to work from home. Students who continue to participate from home have access to the same resources and instruction as face to face students in Fine Arts and PE/Health instruction via Zoom. The homeroom teacher shares the capability to host Zoom with the Specials teacher for the 30 minute sessions. On the rare occasions when the Internet is not stable, Specials teachers post assignments on Edmodo for students to complete independently at home. The school provides art materials as needed for students learning from home.

The Character Education program is extended throughout the campus. The curriculum includes pins and stickers for faculty, staff, and students to wear on their lanyards to promote the character trait of the month. A poster is provided for every classroom and the common areas on campus, including a take home book for each student. The take home books are leveled for all readers. One side is early elementary for kindergarten

and first grade and the other side is leveled for second through fifth grades. Each book contains a message detailing the trait which is reviewed daily during morning announcements. The curriculum includes videos to enhance the traits and are reviewed during the Social Studies block. When an issue or conflict arises between students, the Cloud 9 World curriculum is referred to.

The school hosts an annual College/Career Day. On this day, the fifth graders embark on a field trip to the local college while kindergarten through fourth graders participate in career presentations aligned to Junior Achievement and the school's entrepreneurship program. Along with the community, the school invites parent volunteers to present information about their profession or business. The annual event is tied into the Florida College and Career Readiness standards.

The newest piece to the CSE curriculum is Junior Achievement, a leadership and entrepreneurship program. All grades participate throughout the year implementing mini lessons with a culminating activity for fifth grade to J-Biztown, a facility designed as a working city. Students spend a full day at J-Biztown applying what they learned from the curriculum in real life simulated activities and careers.

3. Academic Supports:

CSE is committed to providing appropriate and equitable services to special student populations including students with disabilities, English Language Learners, economically-disadvantaged students, medically vulnerable students, and students requiring additional academic or socio-emotional support, with an emphasis on reducing achievement gaps regardless of the learning mode.

Special Education students with IEPs are provided the services necessary. IEP meetings are convened to support students who regressed during the school closures to determine necessary services. The academic needs of students requiring enrichment or advanced learning opportunities (i.e., gifted students) are met through educational plans that include advanced course work. If the skills of any ELL students regressed during school closures, CSE convenes an ELL Committee meeting with appropriate staff and parents to determine if additional English for Speakers of Other Languages (ESOL) services are needed. Imagine Learning, an online adaptive platform, was implemented for ESOL students classified as A1 and A2. All meetings continue as scheduled via Zoom.

Teachers and certified personnel provide support services and live instruction to assigned students. They monitor student attendance, active engagement, and completion of assignments and daily. CSE recognizes that many students working online need emotional as well as academic support for challenges they may have due to stay at home orders. Teachers, counselors, and other support staff schedule online meetings to assist students and parents who require additional help. CSE contracts with a family therapist who offers services virtually as needed for 30 minutes per week to identified students with parental consent.

CSE is focused on closing achievement gaps for all students. One of the strategies used is to provide an additional hour of instruction through the current Extended Learning Opportunity (ELO) program, which runs from 3:00-4:00 pm daily. Scholarship opportunities are available to provide assistance for costs. This ensures that all students are provided with an equal opportunity to achieve their learning goals. Students participating virtually are afforded the same opportunity from home by logging into the ELO teacher's class on Zoom. The ELO teachers are grade level interventionists providing an additional hour of instruction and academic support to reteach skills that have been identified as areas in need of development, through grade level weekly assessments. CSE requires separate weekly lesson plans for ELO to be submitted to the principal for review. The principal monitors the ELO program for alignment to the school's current data trends and results, ensuring lessons are tailored to increasing student achievement in reading, math, and writing in

Kindergarten through fourth grades and all previous mentioned subjects including science for fifth grade.

Targeted outreach for Kindergarten through fifth grade students demonstrating a decline in reading and mathematics is monitored by teachers analyzing grades and I-Ready diagnostic results. Students enrolled in the innovative learning program, not making progress towards grade level benchmarks, were highly encouraged to transition to inperson classes by January 4, 2021. Parents not in agreement of having students transition signed an acknowledgement waiver indicating an understanding of the decision. Students participating in person, not making progress towards grade level benchmarks, were enrolled in the ELO program, at the school, for an additional hour of instruction tailored to their current level of performance with the goal of meeting grade level benchmarks. All students in grades K-5 needing additional supports were identified as Supplemental Academic Intervention (SAI) students and progress monitoring began immediately.

Homeless and migrant students are offered district-based services through various district programs and initiatives with the guidance of the school's designated liaison, the principal. There are four students that qualify for services through the Homeless Education Assistance Resource Team (HEART Program). Each received a backpack with school supplies and uniforms to assist with the transition to school.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The mission of The Charter Schools of Excellence is to challenge, nurture, and lead students to become productive citizens by establishing a strong foundation for lifelong learning. During the Morning Announcements, the school Motto is shared: Continue planting seeds where children grow and knowledge blooms. Students enjoy participating in the morning announcements and modeling the school motto through their daily school activities.

Students build their confidence for learning through healthy competition with other grade level classes comparing their I-Ready Diagnostic Assessments results. The principal awards a trophy to the class with the highest gains per grade level. The following round of assessments allows the other class to "steal" the trophy from that class. This is a fun, competitive way to motivate students excited about reaching their learning goals. Students take pride in sharing their achievement with visitors.

Cloud 9 World is the Character Education program used to model positive character traits and provide social and emotional growth. Once a month, students are recognized for improvement in their writing skills and modeling excellent character values.

Prior to the pandemic, students would receive Cheetah Dollars throughout the week by earning good grades or demonstrating excellence on campus. Anyone on the staff could issue Cheetah Dollars. A certain amount of Cheetah Dollars gave students access to the 'Principal's Treasure Box'. Students were called every Friday from 1:30 pm to 2:30 pm, by grade level, to cash in their Cheetah Dollars for treasure. Since the pandemic, students receive access to the treasure box; however, a treasure item is chosen for that student. This was implemented in order to adhere to the health and safety protocols. Nonetheless, students are still excited to go to the office to be recognized by the principal. Teachers use a color system throughout the day to manage behavior and academic success. Our 5th grade teachers implement a Governmental System where an intricate Classroom Economy system is put in place for students to model exemplary citizenship. Students are recognized weekly for their accomplishments across the campus.

Parents often donate items to the teachers' and principal's treasure boxes. It is a partnership in which both the school and the parents work to maintain and increase students' motivation in learning for continuous student achievement. A win-win situation for all stakeholders involved.

2. Engaging Families and Community:

CSE is a Title I school. The Title I status requires the school maintain open lines of communication with parents, families, and community stakeholders. The school is required to develop schoolwide plans and parental engagement plans with the input of parents and stakeholders. The school holds a monthly Principal's Breakfast meeting. The principal informs parents on all academic initiatives, data progress towards school academic goals, school events, parent training, and how parents can become involved in their child's education. The school provides information on local resources and community programs. The meeting agendas and minutes are available upon request.

Per the Parent Contract, parents are required to volunteer a minimum of 20 hours per year for one child and 30 hours per year for two or more children. Some parents attain their hours by attending meetings at the school. Others earn them by participating in the family engagement activities, such as Fall Festival, Career Day, and Field Day as chaperones. They also receive their hours by participating in district offered Parent Trainings. In turn, they share the information obtained with the principal and other families at the school. One of the most successful parental engagement activities is the Quarterly Honor Roll Assembly. Students are recognized in front of their peers and family for outstanding academic achievement and/or perfect attendance. The second most successful parental engagement activity is the student of the month ceremony. Students are recognized for one of three awards: Golden Pencil Award (exemplar writing), Character Award (based on the character trait of the month), or Student of the Month (overall leadership). Students are

nominated by the teachers.

Since March 2020, all physical events have been modified to a virtual format. The school continues to host the same activities, however, there are new protocols in place. Teachers continue to host monthly award ceremonies virtually; the principal hosts the Principal's Breakfast virtually; and, parents are invited into classrooms to participate in activities virtually. The key word here being virtually, even though it requires a slight adaptation, the activities continue to be implemented successfully.

The principal at the Davie campus is a member of the local Chamber of Commerce attending monthly meetings and participating in Chamber events. The principal is also an active member of the Florida Consortium of Public Charter Schools and Teachers for Charter Schools. The school has a partnership with Trinity University and has hired students and graduates as teacher interns while they complete their degree and apply for certified teacher vacancies upon graduation. CSE encourages and prepares teacher associates and teacher interns who work for the school to fulfill teacher vacancies upon graduation.

3. Creating Professional Culture:

CSE is committed to fostering, cultivating, and preserving a culture of diversity and inclusion. Our human capital is the most valuable asset we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities, and talents that our employees invest in their work represents a significant part of not only our culture, but our reputation and organization's achievement as well.

We embrace and encourage our employees' differences and have a responsibility to treat others with dignity and respect at all times and exhibit conduct that reflects inclusion on or off the work site. The Board expects all staff members to adhere to the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida.

CSE evaluates teachers two times a year using a state approved evaluation system for charter school teachers and school-based administrators. The tool, aligned to the Florida Educator Accomplished Practices (FEAPS) and the Florida Principal Leadership Standards (FPLS), is used to evaluate the professional practices of instructional and administrative personnel. Senior Management can review the results of each employee's evaluation, and classroom walkthrough, to pinpoint the employee's specific professional development needs. The school also uses a state approved Professional Development Plan that is directly aligned to the Evaluation Systems. The primary method of professional development at CSE is through the use of a state-approved online professional development plan. The online courses are aligned to the FEAPS and the FPLS. It is expected that all participants will improve their knowledge and skills from professional development courses and training that lead to improved practices on the job as demonstrated through effective and highly effective ratings earned by teachers and administrators on their annual performance evaluation.

When the school quickly transitioned to online learning in the spring of 2020, teachers and school leaders immediately recognized the challenges in providing a high quality instruction to students who are not participating in face-to-face instruction. A team of educators and school leaders convened to review the classroom walkthrough tool to review the indicators for new strategies that would enhance the learning environment for virtual students. A virtual walkthrough tool was designed to align with the school's remote learning plan. This new tool allowed teachers flexibility to address barriers associated with a digital learning environment, it required teachers to deliver high quality lessons that address the needs of all students and provides guidelines for teachers in regard to assessing student learning using results to drive instruction.

4. School Leadership:

The Board of Directors, leadership, faculty, and staff, at all levels, embody the CSE purpose, beliefs, and core values. The organizational structure of school leadership for CSE is defined as "Senior Management" and is comprised of the Board of Directors, Superintendent, Principals, and the ESE Specialist. CSE understands it takes a village to raise a child and that all stakeholders play a key role in the effectiveness of

the overall system.

The Board meets quarterly and establishes policies and procedures. The Board ensures autonomy of school leadership to the Superintendent in regard to curriculum, day-to-day operations, hiring, and evaluations. The Superintendent is responsible to oversee the financials of the schools and reports directly to the Board. The Superintendent works closely with a contracted support management organization to ensure financial policies and procedures are in place and are being implemented in addition to monitoring and making decisions for school expenses, purchases, grants, and audits. The Principals are the educational leaders of the school and report directly to the Superintendent. The Principals' focus is on academics and student achievement. Most back office tasks are delegated to the Treasurer or the Management Company to allow the Principal to be available to teachers, students, and parents. The ESE Specialist is an integral part of the Senior Management Team and provides valuable input and compliance monitoring to ensure all students receive equitable services as identified in their IEPs or 504 Plans.

CSE believes that communication with all stakeholders is key to a highly effective academic program. Pre-COVID, the schools implemented multiple means of communication with families. When campuses closed, CSE quickly adapted while maintaining regular communication with all stakeholders, including parents, school partner, community organization, and the district to support the needs of students and their families via monthly digital newsletters, social media posts, dedicated teacher webpages, school website, phone calls, Remind app, email, Edmodo, etc.

CSE is committed to student safety and followed all guidelines and orders of the Florida Department of Health and Executive Orders when planning to return to brick and mortar on the date established by the local district. Parents were provided the option to send their children to school five days a week for face-to-face, live instruction, or they selected the option to continue their children's education at home. Whether students report to school or continue learning from home, they are expected to follow the five-day week school schedule as published. The curriculum, instruction, and assignments for both instructional models are equitable. Students in grades K-5 are provided with daily instruction in all core subject areas, as well as in special areas, in accordance with required minutes of instruction as delineated by the state and the Broward school district. Most importantly, online instruction is synchronous, and students have an opportunity to interact with their teacher and peers each day via Zoom.

5. Culturally Responsive Teaching and Learning:

CSE believes that a positive school culture promotes students' ability to learn and prides itself in customer service practices, collegiality, and support. School leaders are expected to model positive culture that is focused on school achievement and create educational experiences that honor and celebrate honesty, collaboration, and diversity.

The school's evaluation tools for educators relies heavily on the Florida Educator Accomplished Practices (FEAPs) to guide teachers on what they are expected to know and are able to do. Addressing the diverse needs and backgrounds of students, families, and staff is detailed in The Learning Environment domain. Teachers are expected to demonstrate a depth of content knowledge, awareness of students' academic levels, and the ability to utilize resources when designing learning experiences. Teachers differentiate as appropriate, in order to make lessons engaging and comprehensible for all students in a variety of levels. CSE teachers work collaboratively and communicate high expectations for all students. They give examples and guidance on ways to improve quality of work and create a culture where students are motivated to succeed. Teachers obtain knowledge and understanding of individual students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students' cultures and levels of development. Communication is clear and expressive, appropriate for students' development levels or cultures and backgrounds. Misunderstandings by students or parents are immediately clarified by the

teacher.

CSE uses a curriculum to support cultural awareness and respect in the classroom and throughout the school. Cloud9World is a unique social and emotional learning program that integrates literacy as the vehicle for teaching character strengths. Students develop an understanding of cultural diversity through relatable connections. Once a month, a mascot is paired with the assigned character trait. Cloud9 provides relevant application of social emotional skills to today's challenges. The elementary program is based on exploring, internalizing, reflecting, and celebrating character development. It builds a positive culture and common language throughout the school. The school hosts events that highlight various cultures such as Hispanic Heritage, Black History, and International Day celebrations, which incorporate performances, presentations, and visual displays of people in various cultures that have made a positive impact on society. Teachers are recognized for random acts of kindness by radio shout-outs and weekly raffles of flowers or other motivational gestures.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

CSE's continued success since, prior to and after school closures, is attributed to data-driven instruction. The principal has developed and implanted a plan for monitoring data frequently because the school recognizes that data is an ever-changing variable. As families were asked to change learning modalities from remote to face-to-face, the school's practices continued to adapt to meet the needs of all learners. In order for the plan to be effective, staff are trained annually, or as needed, by the principal in interpreting data, recognizing data trends, analyzing, and understanding implications of the data. As teachers identify select students falling behind, they implement the plan and interventions. Once skills are attained, students' assessment and benchmark data started to reflect mastery and learning gains. This system has been in place prior to school closures in the spring of 2020 and is attributed to the academic success of the Davie campus. Instructional personnel recognize the value of data-driven instruction and hold students accountable for their learning by teaching them to read, interpret, and analyze their own data. High standards and high expectations create high student achievement scores.

The principal conducts grade-level data chats to review students' current levels of proficiency, tiered interventions, and instructional groupings monthly. Data reviews determine next steps for lesson planning to ensure teachers are meeting their students' learning needs. Weekly lesson plans are designed with opportunities for differentiated instruction. Small groups are based on current data, such as baseline data, interim assessments, and results from Unit and Chapter Tests. The principal works alongside the teachers reviewing academic plans for students who are identified as "at risk" or not making adequate progress within the current learning modality and implement intervention plans.

Teachers are provided data binders where they are required to track student progress. Quarterly data chats are held with the principal to review current diagnostic assessment results. Teachers track progress on a chart that is updated as soon as data becomes available. The data is monitored for gains and interventions are immediately put in place when progress is not achieved. Progress Monitoring tools, such as i-Ready Diagnostics, Mastery Checks and Running Records, are used in order to assess areas for reinforcement or enrichment. Support staff is trained the same as teachers to interpret data and implement interventions or enrichment activities. They are expected to use the current student data to develop their lesson plans for afterschool program activities, intervention groups and the extended learning opportunity program (ELO).

CSE ensures all stakeholders are aware of the data-driven system and work collaboratively to help students achieve their academic goals. A Data Wall is on display in the office and in the classrooms as a reminder of students' hard work. This builds staff and student motivation as they are encouraged to maintain and increase their learning gains. School goals and expectations are communicated to parents during monthly Principal Breakfast information sessions, and with board members during quarterly meetings. The school publishes a monthly e-newsletter, Cheetah Chatter, to inform the community of school initiatives.

The school's system for analyzing data continues to be the foundation of academic success. CSE Davie continues to meet or exceed student achievement and school-wide goals. This is attributed to the efficacy and fidelity of the data driven process currently in place.