Excelsior Language Academy Of Hialeah

2015-16 School Improvement Plan

Excelsior Language Academy Of Hialeah

369 E 10TH ST, Hialeah, FL 33010

http://www.excelsiorlanguageacademy.com

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Combination	Yes	92%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	Yes	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	B	A	B

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	[Gayle Sitter](https://www.floridacims.org)

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To foster pride in academic achievement while developing students' abilities in the Spanish language. We believe in the acquisition of linguistic and cultural skills as an integral part of education and that language learning is best acquired in the elementary grades, continued in the middle grades and reinforced in the high school grades. Excelsior believes that by setting high expectations for all its learners, they will have a seamless transition into post-secondary education.

Provide the school's vision statement

In collaboration with its teachers, parents, community and administration it is the vision of Excelsior Academy to celebrate all diverse cultures and backgrounds with the vision that students become respectful, responsible, trustworthy and productive members of the school, their community and society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process by which the school learns about students' cultures and builds relationships between teachers and students in through school events. These school events, invite parents, students and community members to gather after school hours. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• Latin American Culture and Events
• History and contributions of Africans and African-Americans
• Hispanic and Hispanic-American Contributions
• Women's Contributions
• Sacrifices of Veterans
Additionally, we will implement the following strategies to build/support teacher/student relationships:
•Faculty members will use in the first days of school to set a positive tone and ensure the implementation of the school-wide 3 R's Rule: Respect, Responsibility, and Ready to Learn.
•Provide professional development to staff members regarding positive behavior support in order to increase positive interactions with students.
•Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations with students.
•Schedule and plan school wide multicultural projects
•Embed cultural activities/lessons within curriculum and daily course work (e.g., reading selections, writing prompts, novels)
•Form a representative student/teacher task force comprised of representative multicultural groups to discuss and plan multicultural events and field trips.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Excelsior Language Academy creates an environment where students feel safe and respected before, during and after school, through different methods. The following strategies are being implemented this school year:

•Implementation of the 3 R's Rule: Respect, Responsibility, Ready to Learn. All staff members and students abide by and enforce the school-wide rule. Monthly assemblies and school incentive activities are based on teacher recommendations of the students who exhibit the the character traits.
•Maintain an anti-bullying campaign throughout the year. Create a teacher/student anti-bully task force that educates students on how to handle or prevent bullying situations and how to create positive ways to express one's emotions.
•Our school participates in the Do the Right Thing Program. Teachers nominate students on a monthly basis for "doing the right thing" inside or outside the school. The program offers incentive field trips and a recognition ceremony from a uniformed police officer.
•Character Education: Excelsior Language Academy participates in Miami-Dade County Character Education Program. Every month a character trait is introduced and recognized in every subject. Teachers nominate the "student of the month" that exhibits the particular character trait. The student of the month's name is displayed in the office, given a certificate, and provided a special lunch with other recipients and administration.
•Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide positive behavioral system that is in place, assists in minimizing distractions to keep students engaged during instructional time. The goal is to build an environment in which positive behavior is reinforced through incentives in order to achieve positive durable behavior and life skills amongst the students. The following strategies are being implemented:
•Universal and School-wide Expectations- Guidelines and behavior matrix introduced to teachers and students in the beginning of the year. Grade-level assemblies are organized for students to discuss expectations and professional development provided for teachers. Our plan provides detailed expectations for every area of the school. Our plan focuses on the 3 R's: Respect, Responsibility, and Ready to Learn. Ongoing monitoring is provided by administration throughout the school year with related support activities such as, 3 R's club monthly celebrations, awards, posters, and assemblies.
• All teachers are responsible for creating and implementing a classroom behavior plan which includes classroom rules, teaching rules, daily classroom procedures, positive reinforcement, and diminishing undesired behaviors.
• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
• Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
• Class meetings will occur on a frequent basis to include student feedback;
• School-wide recognition system is in place.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Excelsior Language Academy ensures that the social-emotional needs of all students are being met through teacher student mentoring. In using this method, the following strategies have been identified:
• Operational school based team that meets bi-weekly to discuss students with barriers to academic and social success;
• Mentors assigned to students identified with social- emotional concerns;
• Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
• Instruction and various campus activities that address social/emotional needs;
• Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
• Engage with identified staff (i.e. school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The intervention strategies employed by Excelsior Language Academy to improve the academic performance of students identified by the early warning system are data driven from thee 2013-2014 school year.
• Utilize data systems to identify students who have attendance, behavioral or academic concerns
• Create data decision rules for number of absences or ISIS before referral generated to SBT
• Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
• Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, etc.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	2	2	1	2	1	2	1	1	1	13
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	1	3	1	1	4	5	3	19
Level 1 on statewide assessment	0	0	0	0	5	10	5	24	9	53

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	1	2	7	
Students exhibiting two or more indicators	1	1	1	3

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The following strategies will be employed at Excelsior Language Academy for 2014-2015 school year:
• Effective multi-disciplinary teams in place to problem solve and create action plans;
• Reading Plus;
• Planned Discussions, Goal Setting for identified student;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
• Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/198335.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Creating a successful community school partnership is a complex, challenging, and time-consuming task. To be effective, partnerships need to engage in a thoughtful process to define a vision and clear goals. Partnerships need to have effective governance and management structures to ensure that programs operate efficiently and the partnership is responsive to community needs. Community school partnerships also need to draw from a broad range of perspectives and expertise—from inside the school as well as from other organizations and individuals within the community. Finally, community school partnerships need to connect, coordinate, and leverage resources from a variety of sources to support and continue their work. The following strategies have been identified for the 2015-2016 school year.

• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
• During Open House, curriculum night, etc. ensure engaging methods of introducing parents to teachers and administrators;
• Offer fun, interactive tutorials to parents who are unfamiliar with Pinnacle and other forms of educational technology;
• Communicate classroom and school news to parents via Remind101;
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Create the formats for inviting parent participation in the cultural education process;
• Positive notes, letters, phone calls home;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Piedrahita, Maria	Assistant Principal
Duvo, Clint	Principal
Diaz, Darlene	Teacher, K-12
Lastra, Bianca	Teacher, K-12
Martinez, melissa	Teacher, K-12
Briggs, Princess	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tier 1(Leadership Team)
Administrator,Clint Duvo (Principal), will schedule and facilitate regular professional development meetings, conduct informal/formal evaluations, conduct/ensure attendance of leadership team meetings and weekly grade-level meetings. Administrator will follow-up and provide teachers feedback in order to support better instruction. Administrator will seek and allocate resources to maximize learning gains.
Administrator, Maria Piedrahita (Assistant Principal) will conduct informal evaluations and conduct/ ensure attendance of weekly grade-level meetings. Administrator will follow-up and provide teachers

feedback in order to support better instruction. Administrator will seek and allocate resources to maximize learning gains.

The school's Leadership Team will include the following members who will carryout SIP planning and MTSS problem solving.

• Melissa Martinez- Grades 5-8
• Bianca Lastra- Grades K-3
• Princess Briggs- ESE Program
• Darlene Diaz- ESOL Program

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus,

infrastructure, and implementation of building level MTSS.

Tier 2

Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least four times per year by:

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the

year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's

SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Services are provided to ensure students requiring additional remediation are assisted through extended

learning opportunities (after-school tutoring programs, Saturday Academy or summer school). The district

coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are

provided to the schools, students, and families. Administrative team develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis;participate in the design and delivery of professional development; and provide support for assessment and enrichment activities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yamile Marquez	Education Support Employee
Zoallet Haber	Parent
Melissa Martinez	Teacher
Clint Duvo	Principal
Genesis Medina	Student
Armando Perez	Student
	Student
Guadalupe Cruz	Parent
Bobby Ramirez	Business/Community
Glenda Camilo-Reyeo	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In addition to evaluating the progress and effectiveness of the objectives and strategies in the School Improvement Plan, effective councils continually evaluate and improve their processes and procedures. Councils will ensure action-oriented meetings when they take the time to periodically evaluate them.

Development of this school improvement plan

The SAC involvement in the development of the school improvement plan were as follows:
• Assistance in the establishment of school improvement planning team with clear roles and responsibilities;
• Reviewed the teams self-assessment, of current school practices and programs designed to improve student achievement.
• Reviewed student performance data and determine achievement gaps (which students are falling behind and in which areas);
• Reviewed the teams evaluation of possible contributing factors (conditions, issues, practices, or policies) and provided additional input;
• Reviewed the action plan developed by the team and provided feedback;
• Will ensure the plan is monitored for effectiveness as well as timely implementation.

Preparation of the school's annual budget and plan

EESAC will work closely with the management company on creating an annual budget.
The projected use of SAC funds will be used for the following student needs:
• The provision of student incentives for interventions in reading, writing, mathematics and science.
• Supplemental reading materials for small-group instruction.
• Web based tutorial programs.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

For the 2015-2016 school year, School Improvement Funds will be used to provide our struggling students, those who scored below proficiency on the 2013-2014 FCAT, with before and after school tutoring. This includes those who fall withing the lowest 25th percentile in reading and/or math. In addition, the resources and materials required will be purchased with these funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:	
Name	**Title**
Piedrahita, Maria	Assistant Principal
Lastra, Bianca	Teacher, K-12
Diaz, Darlene	Teacher, K-12
Duvo, Clint	Principal

Duties

Describe how the LLT promotes literacy within the school

The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the curriculum. The following outlines some of the steps that will be taken to support this focus:
• Hold bi-weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
• Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
• Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
• Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
• Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
• Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
• Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' DPGT form, and district and state reading requirements that could impact reading instruction at the school.
• Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school's strategies to recruit and retain highly qualified, effective teachers to the school are as follows:
• Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures;
• Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants;
• Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events;
• Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time;
• Establish and maintain relationships with colleges and officials in the field of education to promote the

District;
• Maintain regular contact with designated recruiter to improve talent acquisition effectiveness.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the New Educator Support System (NESS). NESS is the School District of Miami-Dade County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
NESS, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. NESS helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.
*Mentor: Maria Piedrahita Mentee: Wesley Acosta
Rational for Pairing: Maria Piedrahita is a veteran teacher and administrator and Wesley Acosta is a new teacher
Planned Mentoring Activities:
Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly.
Mentor and mentee will collaborate monthly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor.
Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book
criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.
*Mentor: Melissa Martinez: Bianca Lastra
Rational for Pairing: Melissa Martinez is our 5th/6th grade teacher and Bianca Lastra is a 2nd Year Teacher
Planned Mentoring Activities:
Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly.
Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor.
Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom
management plan as necessary.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension and understanding of the Florida State Standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an additional 30 minute reading block (option for extended day)
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level (NGSSS to Common Core).
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards. (FLKRS, I-Ready)
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching(c-MAPS)

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 5,400

Regular attendance in high-quality programs is associated with academic performance, task persistence, improved work habits and study skills, and better social skills. Programs serving students need to have tools available that recognize the positive attributes youth bring to their programs. This includes their growing ability to take leadership for program structure and process, as well as to construct boundaries and goals for themselves.

Strategy Rationale

The role of after school programs and staff shifts from management to facilitation of experiences for
the students. Standards and tools to measure quality need to take this assets-based youth development approach.
Staff credibility and interactions are essential in recruiting and retaining students in after school programs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Piedrahita, Maria, maria.piedrahita@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

1. Collect attendance and participation information to support access, enrollment and quality improvements;
2. Conduct market research to assess family, youth and community needs;
3. Use geographic information system (GIS) technology to identify service gaps and improve access;
4. Develop common, system-wide outcome measures/indicators.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Transition to Kindergarten Plan:
Goals and Strategies
1. Develop a set coordinated transition and orientation to kindergarten experiences that result in children that are ready to be successful and ensure our school is ready to receive children and their families.
• Provide coordinated and consistent communication, such as informational materials/letters, and events for families' of young children about early development, learning and transition to kindergarten. ACE will communicate about these activities and plan, advertise and implement transition/orientation activities for young children.
• Provide information, support and opportunities for Pre-K and Kindergarten teachers to learn about and engage in meaningful transition activities
- Develop support materials on a variety of transition activities, schedule and structure collaboration

between teachers so that they can network and share learning and establish a team that will coordinate/direct transition activities for Pre-K and Kindergarten teachers.
2. Assess incoming kindergarten student on each of the five domains of development to inform, plan and develop effective school readiness and transition initiatives
• Gather information about the pre-k students' child care and early experiences prior to entering kindergarten.
• Implement a kindergarten assessment that assess students in the five domains:
- Cognitive development,
- Language and communication,
- Health and physical development,
- Social and emotional development, and
- Approaches to learning
• Develop protocol for using any health assessments as a source of data for the health and physical development domain.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. `1a`

🔍 G070909

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - ELL	63.0

Resources Available to Support the Goal `2`

- ELA: i-Ready, Myon, Imagine Learning, Task Cards, after school tutoring

- Math:i-Ready, task cards, after school tutoring

- Science: Discovery Learning, Gizmos, Lab Kits

- Social Science: Weekly Studies

- Technology: iPads, SmartBoards, desktops, projectors

Targeted Barriers to Achieving the Goal `3`

- Evidence of the Gradual Release of Responsibility Model (GRRM) is not present.

Plan to Monitor Progress Toward G1. `8`

District wide assessment data, IREADY data, biweekly benchmark assessment data

Person Responsible

Clint Duvo

Schedule

Every 3 Weeks, from 9/24/2015 to 6/8/2016

Evidence of Completion

Data should demonstrate in increase in individual and class scores comparing to the last or previous assessment.

Plan to Monitor Progress Toward G1. `8`

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G070909

G1.B1 Evidence of the Gradual Release of Responsibility Model (GRRM) is not present. `2`

🔑 B184846

G1.B1.S1 Implement the gradual release of responsibility model across all content areas. The model is an instructional framework utilized to guide students through specific content, skills, and strategy acquisition. It gradually releases the lesson's content and learning targets from the teacher to the student. `4`

🔑 S196279

Strategy Rationale

The GRRM will support student achievement by moving instruction from explicit modeling and instruction to guided practice. Activities from the model incrementally positions students into becoming independent learners.

Action Step 1 `5`

Instructional staff will participate in professional development focusing on the implementation of Gradual Release Model.

Person Responsible

Clint Duvo

Schedule

Weekly, from 9/25/2015 to 6/8/2016

Evidence of Completion

Formal/Informal teacher evaluation rubrics, lesson plan review comments, professional development agendas & sign-in sheets, common planning agendas & sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitoring process includes the collection and archiving of agendas and sign-in sheets to professional development meetings, common planning meetings, and informal/formal teacher evaluation rubrics. Administrator to review and monitor weekly comments placed on teacher lesson plans with signature.

Person Responsible

Maria Piedrahita

Schedule

Weekly, from 9/24/2015 to 6/8/2016

Evidence of Completion

Implementation in daily lesson plans. Lesson plan reviews with comments and signatures. Sign-in sheets and agendas from common planning meetings and professional development.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor outcome data reports from IREADY and biweekly benchmark tests, biweekly checks of student progression by the means of student journals and portfolios.

Person Responsible

Clint Duvo

Schedule

Biweekly, from 9/24/2015 to 6/8/2016

Evidence of Completion

Data reports from IREADY and school-wide benchmark assessments. Evidence of student progression by the means of student journals and portfolios,

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Instructional staff will participate in professional development focusing on the implementation of Gradual Release Model.	Duvo, Clint	9/25/2015	Formal/Informal teacher evaluation rubrics, lesson plan review comments, professional development agendas & sign-in sheets, common planning agendas & sign-in sheets	6/8/2016 weekly
G1.MA1	District wide assessment data, IREADY data, biweekly benchmark assessment data	Duvo, Clint	9/24/2015	Data should demonstrate in increase in individual and class scores comparing to the last or previous assessment.	6/8/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA2	[no content entered]			one-time	
G1.B1.S1.MA1	Monitor outcome data reports from IREADY and biweekly benchmark tests, biweekly checks of student progression by the means of student journals and portfolios.	Duvo, Clint	9/24/2015	Data reports from IREADY and school-wide benchmark assessments. Evidence of student progression by the means of student journals and portfolios,	6/8/2016 biweekly
G1.B1.S1.MA1	Monitoring process includes the collection and archiving of agendas and sign-in sheets to professional development meetings, common planning meetings, and informal/formal teacher evaluation rubrics. Administrator to review and monitor weekly comments placed on teacher lesson plans with signature.	Piedrahita, Maria	9/24/2015	Implementation in daily lesson plans. Lesson plan reviews with comments and signatures. Sign-in sheets and agendas from common planning meetings and professional development.	6/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Evidence of the Gradual Release of Responsibility Model (GRRM) is not present.

G1.B1.S1 Implement the gradual release of responsibility model across all content areas. The model is an instructional framework utilized to guide students through specific content, skills, and strategy acquisition. It gradually releases the lesson's content and learning targets from the teacher to the student.

PD Opportunity 1

Instructional staff will participate in professional development focusing on the implementation of Gradual Release Model.

Facilitator

Clint Duvo

Participants

All instructional personnel

Schedule

Weekly, from 9/25/2015 to 6/8/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Instructional staff will participate in professional development focusing on the implementation of Gradual Release Model.				$33,462.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		130-Other Certified Instructional Personnel	5029 - Excelsior Language Academy Of Hialeah	Title I Part A		$33,127.38
		239-Other	5029 - Excelsior Language Academy Of Hialeah	Title I Part A		$334.62
			Notes: EESAC			
					Total:	$33,462.00