

Miami-Dade County Public Schools

Excelsior PREP Charter School Of Miami Gardens



2016-17 Schoolwide Improvement Plan

Excelsior PREP Charter School Of Miami Gardens

18200 NW 22ND AVE, Miami Gardens, FL 33056

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	C	D

**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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Excelsior PREP Charter School Of Miami Gardens

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Excelsior Charter Academy is committed to providing an education of excellence that meets each student's interests, abilities and needs within a common curricular framework that reflects and promotes an understanding of, and appreciation for, diversity in our community as an integral part of school life. Excelsior challenges each student to develop intellectual independence, creativity and curiosity and a sense of responsibility toward others both within the School and in the community at large. Guided by the Excelsior Motto, "where moments of learning are monumental."

b. Provide the school's vision statement.

Excelsior Charter Academy will challenge children of all abilities to achieve excellence in a wide range of academic, cultural and extra-curricular activities. It will equip children for the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all.

A professional and highly motivated staff, in partnership with parents, will encourage each child to achieve their full potential. In a disciplined and caring environment, based on mutual respect, each child will be valued as an individual in his/her own right and his/her moral development encouraged.

2. School Environment

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

The school learns about students' cultures and builds relationships between teachers and students through family and culturally based projects. These projects are oftentimes conducted at home to engage parents and heighten parental involvement. During these times, students are able to discuss, display, and present their cultural values and morals to other students and staff. In addition, ECA learns about student cultures via various cultural celebrations such as Hispanic Heritage Month, Haitian Flag Day, Black History Month, etc.

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

At Excelsior Charter Academy, student safety is, has, and will always be priority. Here we create an environment where students know that there is always an adult that is readily available to address any and all issue that they may face. In addition, students are shown respect and its modeled by the faculty and staff members of Excelsior Charter Academy. ECA also participates in LiveSchool is a reward program used to improve students academic and behavior. This reward system provides students with real time money and accounts that displays how much money is earned every week and the amount of monies it takes to participate in the school's incentive activities.

c. 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.

All faculty, instructional staff members, and students adhere to the school wide discipline plan in which all students were oriented on during the first week of school and follows the district's Code of Student Conduct.

d. 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.

At ECA we consistently speak to our students and assess their academic needs. In the event, that there is a student that needs to speak to someone the administration always makes themselves readily available to students. If it is the perception that the issue that the student may be encountering is greater than what school personnel can handle, students will be referred to outside agencies that could provide counseling or mentoring services outside of the school.

3. Early Warning Systems

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

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

? Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

- Attendance committee review
- Attendance Contract
- Consistent Review of Attendance Bulletin

? One or more suspensions, whether in school or out of school

- Provide make-up work
- Provide alternative strategies to suspension, (i.e. detentions)

? Course failure in English Language Arts or mathematics

- Provide information to parents and students on course recovery for ELA and Math
- Provide information for Virtual Schools

? A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

- Enroll students in Intensive Reading and Math courses
- Hold continuous academic meetings with students and teachers
- Provide Intervention
- Enroll student in school based tutorial program.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	8	4	4	3	5	1	5	5	4	4	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	2	1	2	2	2	2	0	0	0	0	0	13
Level 1 on statewide assessment	0	4	12	0	2	18	1	30	18	1	0	0	0	86

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

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

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

The following interventions are strategies employed by the school to improve the academic performance of students identified by the early warning systems:

- Student/Teacher Data Chats
- Frequent Parent Conferences
- Use of Academic Contracts
- Use of Attendance Contracts

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315976>.

2. Description

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

2. 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.

ECA has a parent liaison group that assists the Principal in attaining business partnerships that aids the school in securing and utilizing resources for student achievement. Typically, we visit various businesses within the community and introduce ourselves and ask if we could host a fundraiser at their location in which a portion of the proceeds go back to the school. ECA also participate in local businesses educational programs. From participation, we acquire funds or resources that are donated to the school. In addition, to their funds being donated, our business partners always speak to our students about the importance of education and how good study habits are necessary even as adults.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Wyartt, Janell	Principal
Harris, Anthony	Dean
Kelly, Lalelei	Administrative Support

b. Duties

1. 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 who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator the school's Leadership Team will include the following members who will carryout SIP planning and problem solving

- School reading and math teachers
- Special education personnel

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 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

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

2. 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.

Utilizing school based data, the leadership teams, disaggregate and review data to identify data trends, strengths and weaknesses. From there, the leadership team then selects state adopted materials that best meet the needs of our students. The materials are purchased and used with frequent assessments. Once implemented, the administrative team then begins to monitor proper use of programs, and implementation with fidelity. If necessary, programs may be tweaked to better meet the needs of our students and ultimately assist students in attaining academic success.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Janell Ferguson	Principal
Paulene Alfreus	Teacher
Psyche Matthew	Teacher
Ericka Wright	Teacher
Cynthia Pinnock	Parent
Willie Pouncey	Parent
Altranese Butler	Parent
Sophia Ramsey	Parent
Marietta Freeman	Parent
Mark Pinnock	Student
	Student
Lalelei Kelly	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

ECA's EESAC committee will review the draft form of the school's 2016-2017 school improvement plan, the strategies, materials and programs purchased to determine if the school obtained a return on their investment. As a result of FSA data, the committee determined that all goals were not met, but sufficient learning gains of our students were acquired, thus reflecting that all aforementioned materials and strategies used were effective. In addition, it further stipulates that the school improvement plan was effective as ECA's school grade improved.

b. 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.

c. Preparation of the school's annual budget and plan

ECA's EESAC committee identified the number of students enrolled and on the waiting list to determine the number of staff members that would be needed, and materials that were needed for purchasing. There are 418 students currently enrolled at ECA, which yields a budget of \$2,090. The EESAC committee intends to utilize the funds to support extended learning opportunities, materials/ resources, and incentives.

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

The projected use of SAC funds include:

1. The provision of student incentives for tutorial and interventions in reading, writing, mathematics and science
2. Supplemental reading/mathematics materials for small-group instruction and tutoring

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Wyartt, Janell	Principal
Dorfman, Jennifer	Teacher, K-12
Adams, Latrikia	Teacher, K-12
Dixon, Deidre	Teacher, K-12
Perkins, Sandra	Teacher, K-12
Ferrson, Celeste	Teacher, K-12
Kelly, Lalelei	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT oversees the implementation of the k-12 Comprehensive Research Based Reading Plan at the school site level. The LLT monitors the use of instructional materials related to reading instruction data analysis and interpretation, professional development, and technology.

The LLT addresses issues related to reading instruction, professional development activities mentoring, and data analysis and interpretation at the classroom level. The role of the school based Literacy Leadership Team includes the following:

- Provide a common vision for the use of data based decision making
- Ensure that selected/targeted literacy strategies are implemented that support initiatives
- Conduct a survey to assess the professional development needs of the school staff and provide training in those areas highlighted as needs to support understanding and proper implementation of the CRRP.
- Monitor instructional planning to ensure alignment to the CRRP
- Ensure that intervention and support are implemented and documented
- Communicate with parents regarding school-based Reading plans and activities

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 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.
- Implementation of the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading.
- 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 research-based strategies, 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' IPDP 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.

D. Public and Collaborative Teaching

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

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

ECA staff members work collaboratively on Wednesdays to collaboratively plan, share best practices, conduct committee meetings, exchange strategies, ideas, and concerns that will aid in enhancing teacher instruction and student achievement. In addition, participation in the online PD affords teachers the opportunity to view video vignettes, share, and form groups and discussion boards on various educational topics.

2. 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:

- Posting on job recruitment websites, such as www.teacher-teacher.com
- Attend district job and recruitment fairs
- Communicate with colleges and universities (advisors, professors, and career centers) to solicit referrals of quality interns and graduates
- Provide effective teachers with schools-based leadership opportunities
- Provide instructional support to teachers through collaborative planning, modeling , coaching and professional development

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

The following outlines the school's teacher mentoring plan:

- The mentee will be paired with a mentor with one-to-one mentoring

- Mentoring activities will include, but not limited to:
- Collaborative Planning, Modeling and shadowing with continuous feedback/discussions, Data coaching

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures that its core instruction programs and materials are aligned to the Florida Standards by utilizing the recommended state adopted materials, Test Item Specs, District Pacing guides when planning and implementing the lesson plans. The administrative staff will check to ensure that the correct standards are being taught as specified on the pacing guide, through lesson plan reviews and classroom walkthroughs. Additionally, the school will use CPALMS to create CMAPS.

b. Instructional Strategies

1. 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.

The school uses data from I-Ready assessments and bi-weekly assessments to drive instruction, and identify areas of strengths and weaknesses. Once the data is disaggregated, teachers can then group students according to their ability and provide instruction to the students on the same benchmark but at a different level. For example, all students will receive differentiated instruction Informational Text, but at various levels. i.e., concrete to abstract.

2. 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: 3,840

Key principles of increased/extended learning through after school programming:

1. Teaching complements core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge
 - Specific standards where students show weakness are identified prior to design of program
 - Lesson plans and resources are developed that preview, review, assess progress and provide practice on selected standards
2. Flexible grouping of students takes place based on student needs and assessment data
 - Students are grouped by academic needs and skill deficits
 - Student assignment is revisited at least twice during the year to ensure that students are receiving the right supports
3. Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies
 - Quarterly teachers examine student progress through formative assessments and discussion with other teachers
 - Curriculum adjusted based on interim and quarterly assessment results
 - Students are involved in goal-setting and charting their own progress
4. Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs
 - Time is available for teachers to meet at least weekly to discuss student progress and needs as well as lesson plans and instructional practices to meet those needs – discussion focuses on academic support classes as well as core academic classes
 - There is clear and regular communication between core classroom teachers and academic support/intervention teachers
5. Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment activities
 - Students who need additional support receive at least 3-5 hours per week of tiered intervention tailored specifically to their needs
 - Time for academic support may reduce time spent in enrichment activities but does not eliminate that time altogether

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wyartt, Janell, 944066@dadeschools.net

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

Data is collected continuously through daily activities that will “check” student’s understanding, bi-weekly through benchmark assessments and quarterly assessments that provide opportunities for students to demonstrate mastery of sets of skills as well as maintain any formerly mastered skills and concepts. Effectiveness of strategies is determined by the amount of students that have demonstrated mastery and adjusted accordingly. The person that will monitor implementation of the before/after school program is administration and/or the designee that will assist in the planning and coordination of curriculum.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. Excelsior 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.

b. College and Career Readiness

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

ECA will promote academic and career planning by:

1. Examining the policies and practices that govern entrance into rigorous classes.
Work with your school's master scheduler to ensure there are sufficient sections of rigorous courses so all students have opportunities to participate.
2. Collaborate with teachers, including those who are certified to teach high advanced courses, and other rigorous courses to develop strategies to help more students succeed (e.g., using technology and experiential learning, tutoring, extra study time and special skills sessions).
3. Collaborate with teachers and students to build peer mentoring program for students that support networks that traditionally assist underserved students, first-generation students, and others who may need extra help with rigorous courses.

The focus on each level:

Elementary school will create early awareness, knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career readiness.

Middle school will create opportunities to explore and deepen college and career knowledge and skills necessary for academic planning and goal setting.

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

The school incorporates college and career readiness by ensuring that middle school students receive the support and guidance they need to make sound decisions regarding life after middle school and through high school, ECA will create a system of college and career advising and provide students with a Individual Career/College Readiness plan as a resource to guide their decisions. In addition, ECA currently holds college career days where guest speakers come out and speak with students on the importance of education at every level and how it's important to have the prerequisite skills needed to succeed in middle, high school, and college. Also, Eighth grade parents are oriented twice year on the state's requirements for entering high school. This meeting with parents is conducted twice a year so that parents know the requirements going into eighth grade, and then towards the end of the school year so that they know if their student moving out of eighth grade and entering ninth grade is satisfactory.

Theory of Action:

If ECA has access to research-based guidance, support, resources and tools to implement and effectively deliver comprehensive, on-going advising framed around the Individual Career/College Readiness plan, and when ECA implements this system of advising with fidelity (monitor data and outcomes and subsequently adjust the advising system to best meet the needs of students), then students in grades 6-8 will set achievable goals aligned with their individual career assessment recommendations, successfully complete appropriate and rigorous coursework, and have the opportunity to utilize skills and knowledge to make sound decisions that prepare them for life after high school.

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

Considering the demand for workers with higher levels of education and the known challenges for basic skills students, ECA will promote the creation of pathways that enable students to move into high school and lay the groundwork for a postsecondary education and training programs, complete credentials, and transition into careers or to four-year colleges.

ECA will implement the following strategies to:

- Create a "bridge" programs that ease the transition to postsecondary education by integrating basic skills instruction (or English language instruction) with higher-level academic content or technical skills training; Dually enroll basic skills students in occupational or academic coursework; Contextualize basic skills instruction with occupational skills training or other college-level academic content;
- Require that academic assessment be coupled with personalized academic and career guidance so that students can find the best fit for their skills and goals among developmental options connected to college and career pathways; Promote college-going aspirations for by developing pathways, with achievable milestones; and Set goals and performance measures that give developmental education program incentives to prepare students to enroll in and succeed in college.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction goal is increased in all content areas then student achievement will improve.

Strategic Goals Detail

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

G1. If core instruction goal is increased in all content areas then student achievement will improve. 1a

G087835

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
Attendance Below 90%	15.0
Truancy Rate	5.0
One or More Suspensions	2.0
Students exhibiting two or more EWS indicators (Total)	3.0
2+ Course Failures - Middle Grades	5.0
Level 1 - All Grades	15.0
Course Failures Mathematics	8.0
Non-proficient Reading by Grade 03	10.0

Targeted Barriers to Achieving the Goal 3

- Noted barrier to decreasing students being retained is the need for structure and organized proactive attempts to prevent failure, and identify at-risk children as soon as possible and immediately take action to implement best practices. Additionally, the barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Triumph Learning's Performance Coach, I-Ready, Mathletics and Reflex Math

Plan to Monitor Progress Toward G1. 8

Review and analysis of: Attendance Bulletin and Student Assessment Data
 Administrator log for students who are recognized for complying with the School Code of Conduct along with district suspension rate.
 Parent sign-in log for attendance to workshops.
 Parent conferences

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/7/2016 to 6/8/2017

Evidence of Completion

Attendance Bulletin Discipline Referrals ISIS Counseling sessions Lesson Plans Assessments (State, District and School-based)

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. If core instruction goal is increased in all content areas then student achievement will improve. 1

G087835

G1.B1 Noted barrier to decreasing students being retained is the need for structure and organized proactive attempts to prevent failure, and identify at-risk children as soon as possible and immediately take action to implement best practices. Additionally, the barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills. 2

B233527

G1.B1.S1 Students will be provided intensive instruction via interventions, push in/pull out models. In addition, parent conferences are conducted to render suggestions and strategies that can be utilized at home. Students will also be provided research-based intervention strategies that meet the individual needs of struggling students, actively address the social needs and provide social support as well as academic assistance for struggling students, develop rigorous, specific, grade-by-grade standards that provide direction for curriculum development and help teachers assess individual learning needs, and involve parents as team members in improving student performance. 4

S246422

Strategy Rationale

The reason that this strategy is being utilized is because it has been proven as successful strategy that aided ECA in improving their school grade. In addition, having many conversations with parents has yielded results of students working harder, thus displaying a team of individuals who are in support of students receiving a quality education.

Action Step 1 5

Development of a intensive support plan for students identified through data requiring intervention based upon social and academic needs.

Person Responsible

Janell Wyartt

Schedule

Every 2 Months, from 10/7/2016 to 6/8/2017

Evidence of Completion

Student Attendance and Academic Data (District Baseline and School-based assessments)

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

Review of parent-teacher conference logs and lesson plans that outline additional learning opportunities being provided to students and review of tutorial logs and plans to ensure deficiencies are being addressed.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/7/2016 to 6/8/2017

Evidence of Completion

Lesson Plans Intervention Logs and Plans Classroom Walkthroughs Administrative Reviews and Data Chats

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

Benchmark bi-weekly assessments are being administered regularly to determine if progress is being made.
Students that are identified for academic and/or social interventions are pulled monthly to discuss academic and/or behavioral goals and track progress. Once progress is determined, next steps are developed.

Person Responsible

Janell Wyartt





Schedule

Biweekly, from 10/7/2016 to 6/8/2017

Evidence of Completion

Student data (Attendance and Assessment) Lesson Plan Student Work Folder

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1  M333023	Review and analysis of: Attendance Bulletin and Student Assessment Data Administrator log for...	Wyartt, Janell	10/7/2016	Attendance Bulletin Discipline Referrals ISIS Counseling sessions Lesson Plans Assessments (State, District and School-based)	6/8/2017 monthly
G1.B1.S1.MA1  M333021	Benchmark bi-weekly assessments are being administered regularly to determine if progress is being...	Wyartt, Janell	10/7/2016	Student data (Attendance and Assessment) Lesson Plan Student Work Folder	6/8/2017 biweekly
G1.B1.S1.MA1  M333022	Review of parent-teacher conference logs and lesson plans that outline additional learning...	Wyartt, Janell	10/7/2016	Lesson Plans Intervention Logs and Plans Classroom Walkthroughs Administrative Reviews and Data Chats	6/8/2017 biweekly
G1.B1.S1.A1  A319720	Development of a intensive support plan for students identified through data requiring intervention...	Wyartt, Janell	10/7/2016	Student Attendance and Academic Data (District Baseline and School-based assessments)	6/8/2017 every-2-months

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Development of a intensive support plan for students identified through data requiring intervention based upon social and academic needs.				\$28,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5032 - Excelsior PREP Charter School Of Miami Garden		418.0	\$12,800.00
			<i>Notes: I-Ready Materials \$12,800.00</i>			
			5032 - Excelsior PREP Charter School Of Miami Garden		418.0	\$9,800.00
			<i>Notes: Performance Coach \$9,800.00</i>			
			5032 - Excelsior PREP Charter School Of Miami Garden	General Fund	418.0	\$2,900.00
			<i>Notes: Athletics \$2,900</i>			
			5032 - Excelsior PREP Charter School Of Miami Garden	General Fund	418.0	\$2,600.00
			<i>Notes: LiveSchools \$2,600</i>			
					Total:	\$28,100.00