Excelsior PREP Charter School Of Hialeah

2018-19 Schoolwide Improvement Plan

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Excelsior PREP Charter School Of Hialeah

369 E 10TH ST, Hialeah, FL 33010

http://www.excelsiorlanguageacademy.com

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	B	F*

School Board Approval

N/A

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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 Leadership Team

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

Name	Title
Alfonso, Carolina	Principal
Martinez, melissa	Teacher, K-12

Duties

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

Principal and Assistant Principal will monitor the academic progress of all student's K-8th grade. Including the areas of reading, math, and science. This will be done through the usage of data from the I-Ready program and science baseline and mid year reports. The data will be monitored every four weeks and quarterly. The programs currently being used aside from the i-Ready program are MyOn, and IXL. We are conducting data chats to make every teacher is aware of the student's progress and how to utilize this information to focus on student's needs and enrich the student's strengths.

Early Warning Systems

Year 2017-18

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	0	1	3	0	1	1	5	10	11	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	13	19	19	33	29	0	0	0	0	113

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	12	
Students exhibiting two or more indicators	0	0	4	1	8	10	12	29	22	0	0	0	0	86

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Wednesday 9/19/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	2	1	2	2	1	1	1	1	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	4	1	2	4	5	3	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	4	8	13	19	19	13	0	0	0	0	76

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	12	
Students exhibiting two or more indicators	0	0	1	1	0	0	1	1	0	0	0	0	0	4

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	3	0	1	1	5	10	11	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	13	19	19	33	29	0	0	0	0	113

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	12	
Students exhibiting two or more indicators	0	0	4	1	8	10	12	29	22	0	0	0	0	86

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The 5th grade group that is currently our 6th grade cohort illustrated the lowest performance in ELA and Math. No it is not a visible trend to these results.

Which data component showed the greatest decline from prior year?

The greatest decline was also in the 5th grade group that is our current 6th grade group.

Which data component had the biggest gap when compared to the state average?

The cohort with the largest gap is the 5th grade group that is currently our 6th grade group in math.

Which data component showed the most improvement? Is this a trend?

The group illustrating a minor improvement but would be our 7th grade group in math which is our current 8th grade group.

Describe the actions or changes that led to the improvement in this area.

The actions that led to this improvement was the fidelity kept to the programs implemented throughout the school year.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	38%	62%	60%	43%	56%	55%
ELA Learning Gains	49%	61%	57%	70%	57%	54%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	41%	57%	52%	74%	53%	49%
Math Achievement	41%	65%	61%	52%	59%	56%
Math Learning Gains	48%	61%	58%	81%	57%	54%
Math Lowest 25th Percentile	56%	55%	52%	76%	49%	48%
Science Achievement	41%	57%	57%	31%	53%	52%
Social Studies Achievement	39%	79%	77%	61%	71%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0 (2)	1 (2)	3 (1)	0 (2)	1 (2)	1 (1)	5 (1)	10 (1)	11 (1)	32 (13)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (1)	0 (4)	0 (1)	0 (2)	1 (4)	0 (5)	0 (3)	1 (20)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (4)	13 (8)	19 (13)	19 (19)	33 (19)	29 (13)	113 (76)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	61%	-28%	57%	-24%
	2017	32%	58%	-26%	58%	-26%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	32%	60%	-28%	56%	-24%
	2017	19%	57%	-38%	56%	-37%
Same Grade Comparison		13%				
Cohort Comparison		0%				
05	2018	28%	59%	-31%	55%	-27%
	2017	41%	54%	-13%	53%	-12%
Same Grade Comparison		-13%				
Cohort Comparison		9%				
06	2018	22%	53%	-31%	52%	-30%
	2017	29%	53%	-24%	52%	-23%
Same Grade Comparison		-7%				
Cohort Comparison		-19%				
07	2018	27%	54%	-27%	51%	-24%
	2017	51%	52%	-1%	52%	-1%
Same Grade Comparison		-24%				
Cohort Comparison		-2%				
08	2018	56%	59%	-3%	58%	-2%
	2017	47%	55%	-8%	55%	-8%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		9%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	41%	67%	-26%	62%	-21%
	2017	30%	65%	-35%	62%	-32%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	58%	68%	-10%	62%	-4%
	2017	14%	68%	-54%	64%	-50%
Same Grade Comparison		44%				
Cohort Comparison		28%				
05	2018	32%	66%	-34%	61%	-29%
	2017	45%	60%	-15%	57%	-12%
Same Grade Comparison		-13%				
Cohort Comparison		18%				
06	2018	27%	56%	-29%	52%	-25%
	2017	39%	52%	-13%	51%	-12%
Same Grade Comparison		-12%				
Cohort Comparison		-18%				
07	2018	24%	52%	-28%	54%	-30%
	2017	53%	49%	4%	53%	0%
Same Grade Comparison		-29%				
Cohort Comparison		-15%				
08	2018	22%	38%	-16%	45%	-23%
	2017	54%	39%	15%	46%	8%
Same Grade Comparison		-32%				
Cohort Comparison		-31%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	24%	56%	-32%	55%	-31%
	2017					
Cohort Comparison						
08	2018	43%	44%	-1%	50%	-7%
	2017					
Cohort Comparison		43%				

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	0%	65%	-65%	65%	-65%
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	33%	72%	-39%	71%	-38%
2017	74%	69%	5%	69%	5%
Compare		-41%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	70%	59%	11%	62%	8%
2017	0%	58%	-58%	60%	-60%
Compare		70%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	0%	54%	-54%	56%	-56%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	40		17	40						
ELL	28	47	41	35	45	57	20	36			
HSP	38	49	41	42	49	58	43	39	71		
FRL	30	50	46	39	49	61	44	43	73		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	31	49	44	39	54	41	19	57			
HSP	42	55	45	50	60	48	34	80	38		
FRL	40	55	47	48	60	55	33	77	40		

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA
Rationale	Based on the data the school is going to laser target performance on ELA. The scores indicate that in order to for the school move we will need for our proficiency levels to move to 43%.
Intended Outcome	Our intended outcome is to bring up our 38% to at least 43% in proficiency. Our 49% in learning gains to 54%. Increasing our learning gains by 5 percent.
Point Person	Carolina Alfonso (929164@dadeschools.net)
Action Step	
Description	The following will be our action steps to achieve the increase in percentage points... Fidelity to the following programs: I-Ready, MyOn, and achieve 3000.
Person Responsible	Carolina Alfonso (929164@dadeschools.net)
Plan to Monitor Effectiveness	
Description	We plan to monitor i-Ready data every two weeks with the growth monitoring progress and quarterly with the diagnostic assessments.
Person Responsible	Carolina Alfonso (929164@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Teachers and Administration will maintain close communication with parents to participate in school-wide events,meetings, and training's. Parent Involvement Instructional materials will be readily available in the Media Center. Personnel will provide parent workshops and training's to communicate school activities, events, and understanding of school curriculum and parental involvement requirements. In addition, school personnel will assist parents with instruction with internet/software programs in order to facilitate the home and school communication and learning environment.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

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.

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.
MTSS End of Year Tier 1 problem solving evaluates efforts and dictates strategies for next year's SIP. Previous years trend data is used to examine impact grades for support focus or prevention/early intervention.
While the SIP plan does not focus on the primary grades, the leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute to later grades performance and student engagement.

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

NA

Part V: Budget

Total:	**$10,000.00**