Excelsior PREP Charter School Of Hialeah

2019-20 Schoolwide Improvement Plan

Table of Contents

Excelsior PREP Charter School Of Hialeah

369 E 10TH ST, Hialeah, FL 33010

http://www.excelsiorlanguageacademy.com

Demographics

Principal: Raysa Martinez

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (47%) 2016-17: C (50%) 2015-16: B (54%) 2014-15: F (19%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	B

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	Job Duties and Responsibilities
Martinez, Raysa	Principal	
Martinez, melissa	Teacher, K-12	
Alfonso, Carolina	Psychologist	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	9	11	18	17	18	24	32	27	40	0	0	0	0	196
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	0	0	0	2	2	11	7	15	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	0	2	3	10	8	13	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	0	2	3	11	8	15	0	0	0	0	40

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

14

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	4	1	8	10	12	29	22	0	0	0	0	86

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	4	1	8	10	12	29	22	0	0	0	0	86

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	63%	61%	41%	59%	57%
ELA Learning Gains	61%	61%	59%	55%	59%	57%
ELA Lowest 25th Percentile	75%	57%	54%	47%	55%	51%
Math Achievement	48%	67%	62%	49%	62%	58%
Math Learning Gains	65%	63%	59%	60%	60%	56%
Math Lowest 25th Percentile	55%	56%	52%	50%	52%	50%
Science Achievement	31%	56%	56%	34%	53%	53%
Social Studies Achievement	51%	80%	78%	80%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	9 (0)	11 (0)	18 (0)	17 (0)	18 (0)	24 (0)	32 (0)	27 (0)	40 (0)	196 (0)
Attendance below 90 percent	0 (0)	0 (1)	0 (3)	0 (0)	0 (1)	0 (1)	0 (5)	0 (10)	0 (11)	0 (32)
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	1 (0)	0 (0)	0 (0)	0 (0)	2 (0)	2 (0)	11 (1)	7 (0)	15 (0)	38 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	2 (13)	3 (19)	10 (19)	8 (33)	13 (29)	36 (113)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	60%	-21%	58%	-19%
	2018	33%	61%	-28%	57%	-24%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	32%	64%	-32%	58%	-26%
	2018	32%	60%	-28%	56%	-24%
Same Grade Comparison		0%				
Cohort Comparison		-1%				
05	2019	33%	60%	-27%	56%	-23%
	2018	28%	59%	-31%	55%	-27%
Same Grade Comparison		5%				
Cohort Comparison		1%				
06	2019	40%	58%	-18%	54%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	22%	53%	-31%	52%	-30%
Same Grade Comparison		18%				
Cohort Comparison		12%				
07	2019	27%	56%	-29%	52%	-25%
	2018	27%	54%	-27%	51%	-24%
Same Grade Comparison		0%				
Cohort Comparison		5%				
08	2019	34%	60%	-26%	56%	-22%
	2018	56%	59%	-3%	58%	-2%
Same Grade Comparison		-22%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	67%	-23%	62%	-18%
	2018	41%	67%	-26%	62%	-21%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	59%	69%	-10%	64%	-5%
	2018	58%	68%	-10%	62%	-4%
Same Grade Comparison		1%				
Cohort Comparison		18%				
05	2019	33%	65%	-32%	60%	-27%
	2018	32%	66%	-34%	61%	-29%
Same Grade Comparison		1%				
Cohort Comparison		-25%				
06	2019	56%	58%	-2%	55%	1%
	2018	27%	56%	-29%	52%	-25%
Same Grade Comparison		29%				
Cohort Comparison		24%				
07	2019	35%	53%	-18%	54%	-19%
	2018	24%	52%	-28%	54%	-30%
Same Grade Comparison		11%				
Cohort Comparison		8%				
08	2019	36%	40%	-4%	46%	-10%
	2018	22%	38%	-16%	45%	-23%
Same Grade Comparison		14%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	53%	-30%	53%	-30%
	2018	24%	56%	-32%	55%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison						
08	2019	0%	43%	-43%	48%	-48%
	2018	43%	44%	-1%	50%	-7%
Same Grade Comparison		-43%				
Cohort Comparison		-24%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	68%	-5%	67%	-4%
2018	0%	65%	-65%	65%	-65%
Compare		63%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	73%	-23%	71%	-21%
2018	33%	72%	-39%	71%	-38%
Compare		17%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	63%	37%	61%	39%
2018	70%	59%	11%	62%	8%
Compare		30%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	54%	-54%	56%	-56%

Subgroup Data

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	20			36	60						
ELL	26	61	77	44	68	62	21	39			
HSP	36	60	75	49	66	56	29	50	75		
FRL	34	60	75	46	66	57	26	50	71		

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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		

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data that showed the lowest performance was Science, decreasing by 10 % points. Contributing factors to last year's low performance would be the high level of ESOL population.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data that showed to have the greatest decline from the prior year was Social Studies (Civics). Contributing factors to the prior year's low performance would be the high level of ESOL population.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science compared to the state average had the largest gap. Contributing factors to last year's low performance would be the high level of ESOL population.

Which data component showed the most improvement? What new actions did your school take in this area?

The component that showed the most improvement was Mathematics. The actions taken were as follows: differentiated instructions, after-school tutoring, technological programs were applied, and extended school day.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One potential area of concern is the amount of level 1's on the state-wide assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ESOL/ELA
2. Science
3. Civics
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ESOL/ELA
Rationale	Language being a barrier to understanding and reading text in the English language can be a determination in scoring low in Science and ELA.
State the measurable outcome the school plans to achieve	The school plans to move Science from 31% to 36% and ELA from 37% to 42%.
Person responsible for monitoring outcome	Raysa Martinez (941331@dadeschools.net)
Evidence-based Strategy	One strategy will be to integrate Imagine Learning with our low ESOL level students on a daily basis. The interventionist will be targeting our lowest 25% students and tutoring in the areas of reading. iReady will be the determining data on the student's success and areas of concern to be addressed.
Rationale for Evidence-based Strategy	The strategy of Imagine Learning was selected to improve their reading, writing, and English skills. The data utilize to determine the student's needs will be based on last year's FSA scores, baseline assessments, and iReady data.
Action Step	
Description	1. Determine the student's in the lowest 25% tile 2. Conduct baseline assessments 3. Administration conduct data chats with teachers, students and parents. 4. Target student's area of needs through DI, intervention, and after-school tutoring. 5. Revisit data to adjust areas of needs and laser target specific skills.
Person Responsible	Raysa Martinez (941331@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.
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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESOL/ELA				$14,080.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	3376	120-Classroom Teachers	5029 - Excelsior PREP Charter School Of Hialeah	Title, I Part A	197.0	$2,000.00
			Notes: Professional Development I-Ready: Instructional staff will participate in professional development focusing on the utilizing data to increase student achievement in ELA.			
	3373	690-Computer Software	5029 - Excelsior PREP Charter School Of Hialeah	Title, I Part A	197.0	$12,080.00
			Notes: Notes: All core and content classes will implement writing and reading strategies to meet the diverse needs of all learners. Data results will drive instruction.			
					Total:	**$14,080.00**