

Miami-Dade County Public Schools

Excelsior PREP Charter School Of Hialeah



2020-21 Schoolwide Improvement Plan

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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: 9/14/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2019-20 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%)
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.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	89%
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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

School Board Approval

N/A

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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. 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, position title, and job duties/responsibilities 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	

Demographic Information

Principal start date

Monday 9/14/2020, Raysa Martinez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

13

Demographic Data

2020-21 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Combination School KG-8
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Year	
Support Tier	
ESSA Status	TS&I
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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	7	9	9	16	18	17	27	37	34	0	0	0	0	174	
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	0	0	0	1	0	0	0	1	1	0	0	0	0	3	
Course failure in Math	0	0	0	1	1	2	2	0	0	0	0	0	0	6	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	2	3	10	8	0	0	0	0	23	
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	1	7	13	8	0	0	0	0	30	

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	1	0	1	1	7	9	15	10	0	0	0	0	44	

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		

Date this data was collected or last updated

Monday 9/14/2020

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%
	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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

2019 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 2017-18	C & C Accel 2017-18
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		
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		

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%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	57

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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.

Science is an area of concern. Data illustrates a decrease by 10% points. The main contributing factor is that of the large ESOL population.

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

The largest decline was found in Civics. ESOL is the contributing factor for this decline.

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.

The largest gap was found in Science. The contributing factor and consistent trend is the large ESOL population. Language is a huge barrier.

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

Most improvement was seen in the area of math. New technological programs were utilized by students and monitored on a daily basis, differentiated instruction was applied on daily basis, and interventions were provided to the students throughout the day and after school.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One area of concern is the amount of students with 2 or more indicators.

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

1. Exposing ESOL students to a maximum amount of support through technology.
2. Providing high level of motivating reading (informational) text of high interest.
3. Conducting follow up PLC's with teachers discussing data.
4. Providing hands on Science experimental experiences.
5. Providing more one on one learning experiences through intervention and after school programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus	Educators can assist ESOL students through differentiated instruction on a more personalized level. Additionally, Educators will monitor the use of Imagine Learning and conduct follow up checks on a daily basis.
Description and Rationale:	
Measurable Outcome:	The expected outcome will be improving the science percentage from 31% to 40% and ELA from 37% to 45%.
Person responsible for monitoring outcome:	Raysa Martinez (941331@dadeschools.net)
Evidence-based Strategy:	Evidence based strategy will be provided through Imagine Learning. Furthermore, every Educator will differentiate their lessons to target all the ESOL strategies throughout their planning. Lastly, I-ready will be the data utilized to focus on areas of needs and areas of success.
Rationale for Evidence-based Strategy:	Imagine Learning is a technologically research based tool that will assist ESOL students progress in the English language. Scores from the previous year and I-ready scores from last year; along with baseline assessments will be utilized to determine student's area of needs.

Action Steps to Implement

Laser focus on student's with more than one indicator; followed by a specific plan for each student; conduct baseline assessments for real live data; conduct data chats with teachers and parents; maintain a high level of communications with all stakeholders.

Person Responsible Raysa Martinez (941331@dadeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will conduct a weekly PLC (Planning Learning Community) Every Wednesday during the teachers planing period. During this time those areas of data will be visited, dissected, and explored in ways to enhance and reach the potential necessary for the success of all students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Excelsior is a place of growth for everyone; students, teachers, parents, leadership, and community. For this to be the case everyone needs to be aware that they are a part of every decision taking place at the school. The only real way for this to occur is through communication. This is why our EESAC meetings are essential and always one of the most successful throughout the year. Everyone shares their thoughts and provides input. Additionally, our student body feels empowered at our school to share their thoughts through the Student Government Club. The students are encouraged to share their thoughts and concerns with school decision making changes.

Parents play an enormous role in decision making at our school as well. They are consistently encouraged by being provided with training that will assist them at home with their child, training that will help them understand what their child is facing, and lastly training to help them. The leadership team is constantly speaking to parents through their cellphone, text, email, and even at times whasapp. This has created a very fluid existing collaborative and positive culture at Excelsior in Hialeah.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
Total:			\$29,499.96