Excelsior PREP Charter School Of Hialeah

2021-22 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: 7/1/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2020-21 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	91%

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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Purpose and Outline of the SIP

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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	Position Title	Job Duties and Responsibilities
Martinez, Raysa	Principal	The Principal is the Educational Leader of the school. Their duties and responsibilities include but are not limited to the following: school safety, curriculum, teacher evaluations, discipline, school compliance, parent services, extra curricular activities, oversee the entire operations of the school, make decisions on departments and funding options, maintain an updated school curriculum reflective of the adopted education system, and book inventory.

Demographic Information

Principal start date
Sunday 7/1/2018, 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
15

Total number of students enrolled at the school

228

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	16	15	17	17	25	20	46	35	37	0	0	0	0	228
Attendance below 90 percent	0	0	1	0	2	0	2	1	2	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	2	6	7	10	0	0	0	0	25
Course failure in Math	0	0	0	0	0	0	5	6	5	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	7	4	18	19	14	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	13	14	20	22	14	0	0	0	0	93
Number of students with a substantial reading deficiency	0	0	0	6	7	4	18	19	14	0	0	0	0	68

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	0	0	0	2	10	10	17	0	0	0	0	39

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	1	0	0	0	1	4	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - 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	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	

2020-21 - 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	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	2	3	0	0	0	0	5
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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				37%	63%	61%	38%	62%	60%
ELA Learning Gains				61%	61%	59%	49%	61%	57%
ELA Lowest 25th Percentile				75%	57%	54%	41%	57%	52%
Math Achievement				48%	67%	62%	41%	65%	61%
Math Learning Gains				65%	63%	59%	48%	61%	58%
Math Lowest 25th Percentile				55%	56%	52%	56%	55%	52%
Science Achievement				31%	56%	56%	41%	57%	57%
Social Studies Achievement				51%	80%	78%	39%	79%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	39%	60%	-21%	58%	-19%
Cohort Comparison						
04	2021					
	2019	32%	64%	-32%	58%	-26%
Cohort Comparison		-39%				
05	2021					
	2019	33%	60%	-27%	56%	-23%
Cohort Comparison		-32%				
06	2021					
	2019	40%	58%	-18%	54%	-14%
Cohort Comparison		-33%				
07	2021					
	2019	27%	56%	-29%	52%	-25%
Cohort Comparison		-40%				
08	2021					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	67%	-23%	62%	-18%
Cohort Comparison						
04	2021					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-44%				
05	2021					
	2019	33%	65%	-32%	60%	-27%
Cohort Comparison		-59%				
06	2021					
	2019	56%	58%	-2%	55%	1%
Cohort Comparison		-33%				
07	2021					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-56%				
08	2021					
	2019	36%	40%	-4%	46%	-10%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	53%	-30%	53%	-30%
Cohort Comparison						
08	2021					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		-23%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	68%	-5%	67%	-4%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	73%	-23%	71%	-21%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Reading and Math for all grade levels K-8.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	0%	20%	63%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	0%	0%	71%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	22%	64%	75%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	17%	42%	75%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	36%	63%	76%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	14%	26%	44%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	24%	24%	53%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	6%	30%	63%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	9%	29%	20%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	14%	34%	39%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10%	27%	41%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	30%	56%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	14%	60%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	13%	58%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	14%	53%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	43%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD		20			20						
ELL	21	44	47	22	26	33	11	30	62		
HSP	26	42	43	23	23	27	17	33	57		
FRL	25	41	40	23	23	29	14	32	53		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
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	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

It is evident that our high ESOL population needs to focus on reading and writing skills. Our reading percentage for proficiency falls below for all grade level.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off of state assessments we continue to struggle in the areas of reading and science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors continue being the high ESOL populations and lack thereof reading comprehension. The actions currently in place is placing interventionist and paraprofessionals to support teachers with working one on one with the students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Although performance was not up to par in any of the areas; math is the area illustrating some improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The factor that made a difference in this area was the lesser need of having to speak English to decipher math problems. The school math teachers focus on teaching students to identify the focus of the math problem.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning we are implementing the practice of testing and analyzing data continuously to meet the child where they are and assist in reaching their potential.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Several professional developments are taking place to assist our teachers, interventionists, and paraprofessionals; for example: Data and Accountability, i-Ready curriculum alignment, and classroom management.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Currently all students are coming in physical presence to school expecting to perform and complete tasks at their highest potentials. Science experiments are being practiced every other week, laser targeted differentiated instruction is being conducted in all subject areas, social studies is focus on reading skills, science is focusing on reading skills, and an extended day has been created to include time for additional intervention.
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 Description and Rationale:	Educators can assist ESOL students through differentiated instruction on a more personalized level. Additionally, Educators will monitor the use of Imagine Learning and i-ready by conducting follow up checks on a daily basis. Continuously conducting data chats with all stakeholders.
Measurable Outcome:	The expected outcome will be improving the science percentage from 31% to 40% and ELA from 37% to 45%.
Monitoring:	The school leadership team will conduct a weekly PLC (Planning Learning Community) during the teachers planning 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.
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:	

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The school leadership team will conduct a weekly PLC (Planning Learning Community) during the teachers planning 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. Best practices will be shared and curriculum alignments will be explored.

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.

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 well 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 WhatsApp. This has created a very fluid existing collaborative and positive culture at Excelsior in Hialeah.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Leadership is one stakeholder that plays a most important role in promoting a positive culture and environment at the school. The relations created and the binding unit for parents and teachers falls incumbent on the leadership team. This is also the case in collaborating with businesses in the community and volunteers willing to support the vision and mission of the school. As a result this positive communication trickles into the classrooms and homes. Helping make a seamless and transparent community and understanding the needs that are essential for our students above all.

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:	$31,656.96