Miami-Dade County Public Schools

Excelsior PREP Charter School Of Miami Gardens

2021-22 Schoolwide Improvement Plan

Table of Contents

Excelsior PREP Charter School Of Miami Gardens

18200 NW 22ND AVE, Miami Gardens, FL 33056

[no web address on file]

Demographics

Principal: Lalelei Kelly

Start Date for this Principal: 7/1/2021

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)	85%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (51%) 2016-17: C (47%)
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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18200 NW 22ND AVE, Miami Gardens, FL 33056

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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	92%

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

School Board Approval

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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.

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

Provide the school's vision statement.

Excelsior Prep Charter School of Miami Gardens will challenge children of all abilities to achieve excellence in a wide range of academic, cultural and extra-curricular activities. It will equip children for the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all. A professional and highly motivated staff, in partnership with parents, will encourage each child to achieve their full potential. In a disciplined and caring environment, based on mutual respect, each child will be valued as an individual in his/her own right and his/her moral development encouraged.

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
Kelly, Lalelei	Principal	The principal provide strategic direction in the school system. The principal supports the implementation of standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.
Harris, Anthony	Dean	The Dean of Students serves as a member of the school administrative team and assists with the daily operation of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention and intervention services
Ramos, Caridad	Reading Coach	The Reading Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. Additionally, the reading coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The reading coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.
Dorfman, Jennifer	Math Coach	The Math Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-to-one support, and facilitating teacher inquiry and related professional development. The math coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. Additionally, the math coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

Demographic Information

Principal start date

Thursday 7/1/2021, Lalelei Kelly

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.*

2

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.*

4

Total number of teacher positions allocated to the school
28

Total number of students enrolled at the school
439

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

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	37	42	39	60	51	64	50	44	47	0	0	0	0	434
Attendance below 90 percent	0	8	13	0	10	15	12	14	12	0	0	0	0	84
One or more suspensions	0	0	0	0	0	1	1	2	0	0	0	0	0	4
Course failure in ELA	0	1	1	0	1	8	2	7	6	0	0	0	0	26
Course failure in Math	0	1	2	2	16	8	11	6	5	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	6	15	1	28	38	33	27	30	0	0	0	0	178
Level 1 on 2019 statewide FSA Math assessment	0	19	19	1	30	44	30	32	31	0	0	0	0	206
Number of students with a substantial reading deficiency	0	0	0	0	30	38	33	27	30	0	0	0	0	158

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	6	15	1	27	42	28	28	27	0	0	0	0	174

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	1	0	0	0	0	1
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
Friday 9/24/2021

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	41	38	52	48	59	42	41	53	49	0	0	0	0	423
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	1	1	2	1	0	1	0	0	0	0	0	6
Course failure in Math	0	0	4	0	6	0	5	4	3	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	4	0	5	14	25	8	27	0	0	0	0	83
Level 1 on 2019 statewide Math assessment	0	0	13	0	5	8	16	17	30	0	0	0	0	89

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	0	6	7	17	18	24	0	0	0	0	76

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	1	2	0	4	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	41	38	52	48	59	42	41	53	49	0	0	0	0	423
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	1	1	2	1	0	1	0	0	0	0	0	6
Course failure in Math	0	0	4	0	6	0	5	4	3	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	4	0	5	14	25	8	27	0	0	0	0	83
Level 1 on 2019 statewide Math assessment	0	0	13	0	5	8	16	17	30	0	0	0	0	89

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	0	6	7	17	18	24	0	0	0	0	76

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	1	2	0	4	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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				36%	63%	61%	37%	62%	60%
ELA Learning Gains				47%	61%	59%	50%	61%	57%
ELA Lowest 25th Percentile				53%	57%	54%	50%	57%	52%
Math Achievement				42%	67%	62%	45%	65%	61%
Math Learning Gains				43%	63%	59%	56%	61%	58%
Math Lowest 25th Percentile				29%	56%	52%	48%	55%	52%
Science Achievement				22%	56%	56%	31%	57%	57%
Social Studies Achievement				79%	80%	78%	90%	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	37%	60%	-23%	58%	-21%
Cohort Comparison						
04	2021					
	2019	21%	64%	-43%	58%	-37%
Cohort Comparison		-37%				
05	2021					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-21%				
06	2021					
	2019	37%	58%	-21%	54%	-17%
Cohort Comparison		-38%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2021					
	2019	33%	56%	-23%	52%	-19%
Cohort Comparison		-37%				
08	2021					
	2019	53%	60%	-7%	56%	-3%
Cohort Comparison		-33%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	59%	67%	-8%	62%	-3%
Cohort Comparison						
04	2021					
	2019	54%	69%	-15%	64%	-10%
Cohort Comparison		-59%				
05	2021					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-54%				
06	2021					
	2019	21%	58%	-37%	55%	-34%
Cohort Comparison		-66%				
07	2021					
	2019	23%	53%	-30%	54%	-31%
Cohort Comparison		-21%				
08	2021					
	2019	6%	40%	-34%	46%	-40%
Cohort Comparison		-23%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	17%	53%	-36%	53%	-36%
Cohort Comparison						
08	2021					
	2019	6%	43%	-37%	48%	-42%
Cohort Comparison		-17%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	68%	-18%	67%	-17%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	73%	3%	71%	5%

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	61%	63%	-2%	61%	0%

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.

Historically, the school has not exceeded 40 % in ELA proficiency, although that threshold has been surpassed by various grade levels based upon the assessment year. Overall achievement in this area has not been consistent; however, learning gains in this subject area does reveal potential for tremendous growth. Focus in this area is critical to the school improving overall. Therefore, progress monitoring in this area is being supported by FSA, i-Ready, IXL and Read 180 (in middle school only). More specifically, the data represented below for Spring was compiled from the state reports for FSA, NGSSS and EOCs.

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

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			30.8
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			26.3
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			11.9
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			11.6
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			34.3
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			52.9
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			17
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			35.5
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			18.8
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			37
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			23.2
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			58
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			36.8
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			45.9
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			23
	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				6							
BLK	31	39	33	29	25	14	27	57	71		
FRL	30	39	34	27	25	13	28	59	69		

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		9		6	9						
BLK	36	48	52	43	43	29	22	79	64		
HSP	29	27		29	33						
FRL	33	47	55	41	43	28	20	80	67		

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
BLK	36	48	49	45	55	46	29	88			
HSP	47	69		33	67						
FRL	40	51	49	46	58	51	36	90			

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	9
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	3
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	36
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?

Historically, the school has not exceeded 40 % in ELA proficiency, although that threshold has been surpassed by various grade levels based upon the assessment year. Overall achievement in this area has not been consistent; however, learning gains in this subject area does reveal potential. In mathematics, Excelsior's student performance has historically exceeded 50% proficiency in grades 3 and 5; however, in the 2021 student performance decreased drastically in grade 3 but maintained a proficiency level above 50%. Overall student performance in mathematics has declined in middle school, but there was a significant increase in grade 8 performance and a slight increase in grade 7 between 2019 and 2021. Grade 6 proficiency continued to decline annually since 2018.

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

The greatest need for improvement is in reading and mathematics. The proficiency levels declined in both areas but mathematics proficiency percentages decreased by 13 percentage points for all students and decreased 18 percentage points in math learning grains. ELA proficiency percentages only declined by 5 percentage points for all students and 6 percentage points in ELA learning gains.

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 greatest contributing factor to the need for improvement were the myriad of obstacles, stemming from the pandemic, to implementing an effective educational program with focused interventions. Consistent student attendance as well as teacher attendance; requirement of implementation of an instructional model that combined in-person and remote learning simultaneously with little training; and the issues deriving from the mandated isolation and limited social-emotional interactions which were a direct result of the "stay-at-home" order and parent choice to keep students at home.

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

Middle school acceleration components (Algebra I and Biology) demonstrated the most improvement as well as Grade 8 student proficiency in mathematics. Additionally, Grade 8 student proficiency on the state science assessment increased significantly, 17 percentage points.

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

Contributing factors to this improvement was the effectiveness of the instructional staff as well as the resources available to the teachers when facilitating instruction. Through experience the teachers in these areas were familiar with students struggles in these subject areas and were able to address considerably well. Large portion of the students assessed in the middle school acceleration components attended school in-person.

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

In order to accelerate learning at Excelsior, a structured and targeted intervention program would support learning. The reestablishment of a full service tutoring program available to struggling students as well as the implementation of push-in/pull-out support staff to facilitate interventions during school consistently. Additional instructional materials/resources have been implemented to support the increase of hands-on learning throughout the school.

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.

Professional development opportunities have been identified throughout the year to support teachers' mastery of differentiated instruction, classroom management, community building, SEL, digital/online platforms and resources as well as best practices that support note-taking, study skills, character education, mental health, and data analysis.

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

Adjustments and considerations have been made relative to the budget/enrollment so that staffing that has been created to promote consistent interventions and instructional support continues. Professional development opportunities have been structured in the "train-the-trainer" model so that those trained can build capacity within the building with minimal cost by presenting/sharing/teaching what was learned during the PDs to their peers/colleagues.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	Majority of Excelsior's population is free and/or reduced lunch, categorized as economically disadvantaged. Historically, on the state ELA assessment this population has scored below 40% over the last 6 years, with proficiency levels at 29.3% for the 2021 school year. This subgroup has limited to no access to additional resources to support learning outside of what the school provides.
Measurable Outcome:	This subgroup will increase overall proficiency levels by 10 percentage points over the next year on the state assessment for ELA.
Monitoring:	This area of focus will be monitored monthly through scheduled assessments in ELA/ Reading for this subgroup. The leadership team will meet to analyze monthly student performance data, discuss assessment results, review implementation and plan next steps to continue to address the needs of this subgroup.
Person responsible for monitoring outcome:	Lalelei Kelly (949256@dadeschools.net)
Evidence-based Strategy:	Overall improvement of teacher instruction with the implementation of higher expectations; increase use of complex vocabulary with students, and the provision of more explicit instruction. Additionally, classroom instruction will include small-group instruction, skill instruction in comprehension, teacher modeling, and coaching for teachers. Moreover, teachers will emphasize higher-order thinking to promote greater reading growth.
Rationale for Evidence-based Strategy:	-High expectations promote both students' academic achievement and their wellbeing. Research shows that the expectations of teachers, parents and peers affect students' self-esteem, feelings of self-efficacy and their academic motivation. -Small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives. -Vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean; thus the incorporation of complex vocabulary as well activities to increase vocabulary is critical. -Explicit instruction is systematic, direct, engaging, with emphasis on proceeding in small steps, checking for understanding, and achieving active and successful participation by all students. It has been shown to promote achievement for all students.

Action Steps to Implement

1. Assess all students for potential reading problems at the beginning of the year and at the middle of the year to determine initial levels and for progress monitoring.
2. Provide differentiated reading instruction for all students based on assessments of students' current reading levels.
3. Provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark score on baseline assessments.
4. Monitor the progress of students at least once a month. Use these data to determine whether students require additional intervention. For those students still making insufficient progress, referral to additional instructional support programs, such as after-school or in school pull-out tutoring.
5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show little to no progress after 3-4 weeks in small group instruction

Person Responsible	Caridad Ramos (dr.ramos@excelsiorschools.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Overall, student performance in ELA on the state assessment, for all grade levels and subgroups, has been historically lower than the District and the State (a difference of approximately 20 percentage points at times). Additionally, over the last 6 years of student performance data reveals that Excelsior has never achieved proficiency levels equal to or above 50% in any grade level or subgroup.
Measurable Outcome:	The school will increase student proficiency by 10 percentage points on the state ELA/ Reading assessment in each grade level.
Monitoring:	This area of focus will be monitored with ongoing assessments to determine growth via online platforms, such as i-Ready, IXL and Read 180. Data from these sources will be reviewed monthly to determine next steps in the educational program. Additionally, informal and formal observations will be facilitated to evaluate/monitor teacher use of instructional practices/strategies set forth to improve student achievement in reading.
Person responsible for monitoring outcome:	Lalelei Kelly (949256@dadeschools.net)
Evidence-based Strategy:	Training of teachers in Readers and Writers Workshop; Identify/set aside time, within the instructional time, to implement of independent reading time school-wide (similar to D.E.A.R. - Drop Everything And Read) to encourage reading; Train/Model for teachers evidenced based strategies that support increased reading, such as pre-reading/pre-writing strategies, text annotation, text-based evidence questions, reciprocal teaching, etc.
Rationale for Evidence-based Strategy:	It is effective comprehension instruction that helps students to become independent, strategic, and metacognitive readers who are able to develop, control, and use a variety of comprehension strategies to ensure that they understand what they read. Comprehension instruction must be explicit, intensive, and persistent; to help students to become aware of text organization; and motivate students to read.

Action Steps to Implement

1. Establish a Body of Evidence: Administration and teachers partner to collect data about the overall literacy integration and culture school-wide.
2. Identify Instructional Patterns: Data patterns inform effectiveness in shifting the ownership of learning to our students.
3. Design Professional Learning: Develop evidence-based professional learning plans and PLC content to cultivate reflective practice and continuous learning.
4. Implementation of Professional Learning: Teachers/Coachers/Administration use observation to dig deeper into the specific area of instruction to guide successful implementation of new learning and instructional practices.
5. Interactive Feedback: Implementation/Use of non-evaluative, action-oriented feedback conversations about the observation data with teachers to inspire growth and change.
6. Ongoing Data Analysis: Periodic analysis and discussion of data inform the leadership team of the impact professional learning growth has on instruction and student learning.

Person Responsible	Caridad Ramos (dr.ramos@excelsiorschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The decrease this year in overall student performance in mathematics, in elementary, lead to math being considered an area of focus. Historically, Excelsior has seen student performance in various grade levels exceed 50% proficiency, specifically in elementary, while middle school math proficiency levels fluctuated over the years but never exceeded 50% proficiency. Instruction is an enormous factor when reviewing possible root causes to why these decreases and deficiencies have occurred.
Measurable Outcome:	Student performance on the state assessment in mathematics will increase by 10 percentage points for each assessed grade level.
Monitoring:	The area of focus will be monitored with ongoing assessments to determine student growth and mastery of benchmarks. Additionally, the leadership team will conduct formal and informal observations of classroom instruction to determine if evidenced based strategies are being implemented consistently.
Person responsible for monitoring outcome:	Lalelei Kelly (949256@dadeschools.net)
Evidence-based Strategy:	The following are evidenced-based strategies for effective teaching of mathematics: - Establish mathematics goals to focus reasoning. - Implement tasks that promote reasoning and problem solving. - Use and connect mathematical representations. - Facilitate meaningful mathematical discourse. - Pose purposeful questions. - Build procedural fluency from conceptual understanding. - Support productive struggle in learning mathematics. - Elicit and use evidence of student thinking.
Rationale for Evidence-based Strategy:	Effective teaching of mathematics: - establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. - engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. - engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. - facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. - uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. - builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. - provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. - uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Action Steps to Implement

1. Establish a Body of Evidence: Administration and teachers partner to collect data about the overall math integration and culture school-wide.
2. Identify Instructional Patterns: Data patterns inform effectiveness in shifting the ownership of learning to our students.

3. Design Professional Learning: Develop evidence-based professional learning plans and PLC content to cultivate reflective practice and continuous learning.
4. Implementation of Professional Learning: Teachers/Coachers/Administration use observation to dig deeper into the specific area of instruction to guide successful implementation of new learning and instructional practices.
5. Interactive Feedback: Implementation/Use of non-evaluative, action-oriented feedback conversations about the observation data with teachers to inspire growth and change.
6. Ongoing Data Analysis: Periodic analysis and discussion of data inform the leadership team of the impact professional learning growth has on instruction and student learning.

Person Responsible	Jennifer Dorfman (jdorfman@excelsiorcharter.org)

#4. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	Based upon the data EWS is an area of concern with the increasing number of students with two or more indicators by grade level between 2019 and 2021. It is critical to reduce EWS numbers, as this information is a precursor for those wo are at risk for grade retentions and/or eventual school drop out.
Measurable Outcome:	This area of focus will be measured by tracking attendance for students identified with high absenteeism and referring them for interventions. Additionally, the facilitation of the MTSS/RTI process will support identification, addressing and monitoring of those students struggling academically.
Monitoring:	This area of focus will be monitored through the MTSS/RTI process as well as by tracking attendance for students.
Person responsible for monitoring outcome:	Anthony Harris (aharris@excelsiorcharteracademy.org)
Evidence-based Strategy:	Implementation of the continuous improvement process to guide decision making for this area of focus. 1. Establish roles and responsibilities of team 2. Determine/create tracking or monitoring system/procedure 3. Review and analyze EWS data 4. Assign and provide interventions 5. Monitor students and interventions 6. Evaluation and refine the process/plan
Rationale for Evidence-based Strategy:	This implementation process draws on research on data driven decision making. The process is grounded in continuous improvement, which has historically proven to result in improvements.

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.

School was not listed in SafeSchoolsforAlex.org

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 Prep Charter School of Miami Gardens builds a positive school culture and environment by fostering strong staff-student relationships as well as school-parent relationships. EPCMG emphasizes the creation of quality relationships by increasing the number of positive interactions with students and parents. Additionally, the school will clearly be communicating to parents and students fair but firm school/classroom expectations, policies and procedures as well as ensure the impartial application of those policies and procedures. EPCMG teaches and practices essential social and problem-solving skills, so that students learn how to interact with others effectively and successfully, such as remaining respectful of differing perspectives/choices and how to recognize and resolve issues appropriately.

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

All EPCMG school personnel understand that they are a role model for students and that they learn as much by watching as by doing. The observation of other's actions influences how students respond to their environment and cope with unfamiliar situations. Therefore, it is understood school-wide that the educators set the tone for the educational environment with parents as well as with students.
Parents, although external components, play a large role in promoting a positive school environment and culture. Therefore, parent engagement and involvement is a focus for EPCMG overall school improvement process and activities/events to promote parent engagement/involvement have been scheduled to increase their support in the promotion of a positive culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	$0.00
		Total:	$0.00