

Miami-Dade County Public Schools

Excelsior PREP Charter School Of Hialeah



2022-23 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: 7/1/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 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	2021-22: C (43%) 2018-19: B (55%) 2017-18: 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	ATSI
* 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)	2021-22 Title I School	2021-22 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	100%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To foster pride in academic achievement while developing students' abilities in the Spanish language. We believe in the acquisition of linguistic and cultural skills as an integral part of education and that language learning is best acquired in the elementary grades, continued in the middle grades and reinforced in the high school grades. Excelsior believes that by setting high expectations for all its learners, they will have a seamless transition into post-secondary education.

Provide the school's vision statement.

In collaboration with its teachers, parents, community and administration it is the vision of Excelsior Academy to celebrate all diverse cultures and backgrounds with the vision that students become respectful, responsible, trustworthy and productive members of the school, their community and society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Martinez, Raysa	Principal	Ensure that academic policies and curriculum are followed and implemented as described throughout the school improvement plan. The principal along with the school stakeholders develops and tracks benchmarks for measuring institutional success of all students. Finally, the principal helps teachers maximize their teaching potential.

Demographic Information

Principal start date

Wednesday 7/1/2020, Raysa Martinez

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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

15

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	17	19	24	19	21	42	44	59	42	0	0	0	0	287
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	0	0	0	0	1	5	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	9	12	6	26	25	0	0	0	0	78
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	10	28	25	24	0	0	0	0	93
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	5	0	0	0	0	6

Using the table above, complete the table below with the number of students by current grade level who have 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	3	0	3	11	16	35	33	0	0	0	0	101

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	1	0	0	0	0	0	0	0	0	2
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 9/30/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%	62%	55%				37%	63%	61%
ELA Learning Gains	41%						61%	61%	59%
ELA Lowest 25th Percentile	32%						75%	57%	54%
Math Achievement	24%	51%	42%				48%	67%	62%
Math Learning Gains	62%						65%	63%	59%
Math Lowest 25th Percentile	75%						55%	56%	52%
Science Achievement	20%	60%	54%				31%	56%	56%
Social Studies Achievement	40%	68%	59%				51%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	39%	60%	-21%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	32%	64%	-32%	58%	-26%
Cohort Comparison		-39%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	60%	-27%	56%	-23%
Cohort Comparison		-32%				
06	2022					
	2019	40%	58%	-18%	54%	-14%
Cohort Comparison		-33%				
07	2022					
	2019	27%	56%	-29%	52%	-25%
Cohort Comparison		-40%				
08	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	67%	-23%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-44%				
05	2022					
	2019	33%	65%	-32%	60%	-27%
Cohort Comparison		-59%				
06	2022					
	2019	56%	58%	-2%	55%	1%
Cohort Comparison		-33%				
07	2022					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-56%				
08	2022					
	2019	36%	40%	-4%	46%	-10%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	23%	53%	-30%	53%	-30%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-23%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	68%	-5%	67%	-4%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	73%	-23%	71%	-21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	26	10		41						
ELL	21	41	30	19	57	73	13	21			
HSP	29	42	30	25	62	74	21	33	70		
FRL	28	41	30	24	61	76	19	38	68		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	43
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The trend emerging across the board is low achieving percentile in English Language Arts and Science. This is trending due to the high ESOL population. We currently have more than 50% population with ESOL students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Currently reading/language arts is the area that needs the most focus. Our students decreased by a couple of points in this area while increasing in all the other areas.

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

As our student enrollment rises, we continue to receive students that are ESOL level 1's and 2's. As they progress their English grows stronger, but the comprehension is lacking. For this we are placing interventionists to assist and work closely with the students, through our PST (Problem Solving Team) meetings highlight students in academic trouble and discuss the best way to assist them.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area with most improvement was in math. Mathematics Learning Gains of the Lowest 25% increased by 49 percentage points.

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

The contributing factors were the interventionists providing support in all the math classes. The school also provided extensive tutoring to all students and catered the tutoring according to the needs of each individual child.

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

Consistent data analysis is one main strategy that will be implemented across all areas to ensure progress. Utilizing the PM 1 and 2 assessments, along with the i-Ready assessments, and the performance matters platform.

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.

The professional development is being delivered through the i-Ready platform in order to utilize the teacher resources to its maximum benefit, coaching cycle is continuously in place provided by our coaching team, observation follow up is provided by the administrative team and data is analyzed by the leadership team and all stakeholders.

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

The additional services will be to promote the after-school tutoring programs along with our ESOL clubs that will assist in creating a stronger base in the speaking of the language with all ESOL students. Additionally, the DEAR (Drop Everything and Read) school wide initiative is in place to motivate and ensure that all students are reading for pleasure, everyday first thing in the morning. Furthermore, our Reading/Language Arts teachers are utilizing theater to increase vocabulary usage at a higher level and questioning based off of the higher tiers in critical thinking.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

50% of our teachers are new to this career; therefore, require continuous support. As evidenced through our language arts and reading scores where we decreased in by 9 percentage points in the lowest 25% areas. This was not the case with the math items.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school plans to increase all areas of reading/language arts by 5 or more percentage points. For instance, in the ELA achievement score we are currently at the 27- percentage rate and will increase to 32 or more. Specifically, with our lowest 25% group in reading language arts we decreased by 9 points. The school will increase by 5 points or more; bringing us to 38% or more.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will ensure that the reading/language arts teachers receive professional development of BEST standards along with a follow up training, the teachers will also be given the opportunity to receive free reading courses at St. Thomas University to enhance their certification in reading, lastly the reading and leadership team will provide coaching cycles to assist the new teachers. In conclusion four of our new teachers have joined the districts MINT program that facilitated additional training and provide classroom support.

Person

responsible for monitoring outcome:

Raysa Martinez (941331@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The data throughout the school year will be monitored and show evidence of increase in the reading/language arts area across the curriculum. We will analyze the PM1 and PM2 assessments provided by the state, along with i-Ready baseline and interim assessments, performance matters assessments, and bi-weekly assessments. Finally, securing teacher signature and recorded data of teachers assisting these trainings and follow up application of these professional developments.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Ensuring the training of our teachers will secure the mastery of strategies being utilized to enhance our students' progress. Analyzing data will assist in capitalizing instruction during differentiated instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

At Excelsior Hialeah we have infused an intensive intervention program to ensure that we create sustainability throughout all grades. Interventionists have been assigned around the clock to support our K-2 students in reading/language arts. The students additionally have an extended day for the teachers to infuse differentiated instruction. Lastly, the teachers are being constantly supported by administration, literacy coach and are receiving additional reading endorsement courses to master the art of teaching reading to our students.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

In our grades 3-5 our reading teachers are receiving free reading courses from St. Thomas University. These courses will all focus on best instructional reading strategies.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Kinder SAT10 illustrated that more than 50% of the students scored passing or above in the reading and math portions. This year the goal is to reach 75% students working on grade level or above.

1st grades SAT10 scores illustrated 50% of the students did pass the reading and math assessment.

This year the goal is to reach 75% students working on grade level or above.

2nd grade SAT10 - scores illustrated 50% of the students did pass the reading and math assessment.

This year the goal is to reach 75% students working on grade level or above.

Grades 3-5: Measureable Outcome(s)

3rd grade - ELA FSA - 81% of this group scored below a level 3 in the FSA. For this coming school year, we will reduce the percent of students scoring below level 3 by 31%.

4th grade - ELA FSA - 67% of this group scored below a level 3 in the FSA. For this coming school year, we will reduce the percent of students scoring below level 3 by 17%.

5th grade - ELA FSA - 67% of this group scored below a level 3 in the FSA. For this coming school year, we will reduce the percent of students scoring below level 3 by 17%.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration and Literacy team will conduct classroom observations and instructional reviews as a follow up to the trainings provided for the teachers. Thereafter, analyzing ongoing data as provided by performance matters, formative assessments, and i-Ready.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Martinez, Raysa, 941331@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All programs implemented throughout the school are research-based programs aligned to the state standards (BEST) i-Ready is an ongoing tool that facilitates teachers with resources aligned with students needs and aligned to the curriculum. Thus, meeting students where they are currently performing and targeting their areas of strength as well as their weaknesses and provide lessons to enrich their skills within differentiated instruction.

The practices align with the reading plan on every level. For instance, our problem-solving team meets once a month to define the objective, form an analysis of why the goals are not being attained, develop a plan that ensures that we will reach our goal, and evaluate the results.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

i-Ready assists with identifying the students' needs and depicting the precise targeted areas.

As shown from the previous years and the use of the program with fidelity has increase our scores and focus on strengths and weaknesses of all students. Providing the opportunity for teachers to laser target their lessons and cater to every child's need.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership - will meet once a week to discuss data, initiative, and next steps. Literacy Coaching - Our coach will conduct the coaching cycles with all of the literacy teachers, keep data of steps followed, and conduct PLC's during teacher planning. Assessment - Data analysis will be continued throughout the school year. Professional Learning - all teachers are receiving extensive training opportunities specifically in the reading/language arts area.	Martinez, Raysa, 941331@dadeschools.net

Literacy Leadership - will meet to focus on meeting as a problem-solving team and identify our students that are on the early warning list to intervene and prepare a plan for to enhance the students' progress. Literacy Coaching - the literacy coach has initiated a school wide literature plan motivating all classrooms to read across the curriculum with a specific novel that is grade appropriate. Assessment - Data chats will occur at all levels - teacher/student, admin/teacher, teacher/parent, admin/stakeholders Professional Learning - reading teachers are receiving training in for the BEST standards.

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

During the 2022-2023 school year; many activities have been initiated to take place to support a positive culture and environment. We have student of the month (value) they receive a free lunch from McDonalds, Start with Hello week a Sandy Hook Promise (students have positive activities all week long), stomp out drugs week, school spirit weeks, and helping other initiatives such as food/toy/and shoe drives. Our school counselor provides group activities to prevent suicidal thoughts and groups to share any despairs happening at home. For our middle school students, we are getting them ready for higher education with assistance from the Kapow Team. This program guides our 8th grades to look into different career choices. Lastly the school is addressed every morning with a positive zoom meeting, opening up the zoom for all students to share and discuss positive stories.

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

All parents and stakeholders are invited to partake in our Grand Hispanic Heritage Show, Reading Under the Stars event, award ceremonies for honor roll and students of the month, Winter Holiday show, Black History Month Show, and end of the year activities. Throughout the school year we also invite all parents and stakeholders to our EESAC meetings held on a quarterly basis to share their thoughts and opinions on the best point of focus to make our school a more positive and ideal place for all of our students. But at the

top of the list is ensuring the safety of our students, teachers and all staff members. This is accomplished thanks to our school guardian, fire drill practices, teachers' safety trainings, and the participation of our Hialeah Police Department Officer.