

Miami-Dade County Public Schools

Excelsior PREP Charter School Of Miami Gardens



2022-23 Schoolwide Improvement Plan

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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: 7/30/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 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	2021-22: C (45%) 2018-19: C (46%) 2017-18: C (51%)
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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Excelsior PREP Charter School Of Miami Gardens

18200 NW 22ND AVE, Miami Gardens, FL 33056

[no web address on file]

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	85%
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		C	C

School Board Approval

N/A

SIP Authority

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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

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
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	Instructional 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.

Demographic Information

Principal start date

Friday 7/30/2021, Lalelei Kelly

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.*

10

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

450

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

7

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

5

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	

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

Date this data was collected or last updated

Monday 9/19/2022

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	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		

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	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	

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	22%	62%	55%				36%	63%	61%
ELA Learning Gains	48%						47%	61%	59%
ELA Lowest 25th Percentile	57%						53%	57%	54%
Math Achievement	21%	51%	42%				42%	67%	62%
Math Learning Gains	46%						43%	63%	59%
Math Lowest 25th Percentile	61%						29%	56%	52%
Science Achievement	16%	60%	54%				22%	56%	56%
Social Studies Achievement	69%	68%	59%				79%	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	37%	60%	-23%	58%	-21%
Cohort Comparison		0%				
04	2022					
	2019	21%	64%	-43%	58%	-37%
Cohort Comparison		-37%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-21%				
06	2022					
	2019	37%	58%	-21%	54%	-17%
Cohort Comparison		-38%				
07	2022					
	2019	33%	56%	-23%	52%	-19%
Cohort Comparison		-37%				
08	2022					
	2019	53%	60%	-7%	56%	-3%
Cohort Comparison		-33%				

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	59%	67%	-8%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	54%	69%	-15%	64%	-10%
Cohort Comparison		-59%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-54%				
06	2022					
	2019	21%	58%	-37%	55%	-34%
Cohort Comparison		-66%				
07	2022					
	2019	23%	53%	-30%	54%	-31%
Cohort Comparison		-21%				
08	2022					
	2019	6%	40%	-34%	46%	-40%
Cohort Comparison		-23%				

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	17%	53%	-36%	53%	-36%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-17%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	6%	43%	-37%	48%	-42%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	68%	-18%	67%	-17%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	73%	3%	71%	5%
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	61%	63%	-2%	61%	0%
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	4	15		13	43	45					
ELL	9			27							
BLK	23	48	57	22	45	62	17	68	67		
HSP	20	45		20	64						
FRL	21	49	58	21	47	60	14	68	60		
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		

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	45
OVERALL Federal Index Below 41% All Students	NO
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	407
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	18
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	44
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?

Learning gains in both reading and math for all students and the lowest 25% increased significantly, with increases as high as 48 percentage points. Civics achievement increased 10 percentage points between 2021 and 2022. However, the school still struggles to improve overall proficiency levels in reading, math and science.

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

The data components that demonstrate the greatest need for improvement are student proficiency in reading and math. Although, student learning gains in reading and math for all students and the lowest 25% increased significantly over the last year, overall student proficiency declined 9 percentage points in ELA and 8 percentage points in math. Additionally, science achievement declined 11 percentage points between 2021 and 2022.

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 for this need for improvement is readiness and knowledge base of teachers on effective instructional strategies and academic rigor. Also, staff shortages in critical areas impacted the educational programs ability to implement interventions with consistency earlier in the year. The school has identified a professional development platform to increase teacher's access to research-based best practices and improve instructional effectiveness. Additionally, efforts to identify staff to fill open positions started prior to Spring 2022, to try and ensure all staff positions were filled, particularly interventionist positions and teaching positions in core areas.

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

Student learning gains overall and for the lowest 25% in reading and math showed the most improvement and is credited for helping the school move from an unpublished school grade of a 'D' in 2021 to a 'C' in 2022. Student performance in Civics improved as well from 2021 to 2022.

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

Contributing factors to the improvement in learning gains can be attributed to the early identification of struggling students based ongoing analysis of diagnostic as well as progress monitoring data. Implementation of interventions, once interventionists were hired, and an afterschool tutoring program.

Additionally, the fact that all students were required to attend school in-person this school year, supported teachers' abilities to work intimately with students on their weakest areas.

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

In order to accelerate learning at Excelsior, the school has acquired an online professional development platform with a myriad of courses on critical topics related to school improvement and effective instructional practice. The school will continue to implement interventions and an afterschool tutoring program targeting struggling students and their deficiencies. The school will focus implementing these practices with more consistency.

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.

Teachers will participate in professional developments offered by contracted vendors on B.E.S.T. standards as well as the online PD platform created by ASCD on topics consistent with the mission and vision of the school, such as problem-based learning, social emotional learning, building academic vocabulary, classroom management and more. Additionally, teachers will periodically review course offerings by MDCPS and enroll in courses available in alignment to school goals/needs. The school also purchased courses from a community partner and post-secondary institution, St. Thomas University, for teachers to receive credit towards reading endorsement.

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

The school is organizing additional funds being received from the State to provide teachers with incentives to improve teacher retention.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 22% 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

This subgroup will increase overall proficiency levels by 10 percentage points over the next year on the state assessment for ELA.

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

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

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

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.

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 Math**Area of Focus Description and Rationale:**

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

The continued decrease this year in overall student performance in mathematics led to math being considered an area of focus. Historically, Excelsior has seen student performance in various grade levels decline in proficiency, specifically in elementary, while middle school math proficiency levels fluctuated over the years but never exceeded 50% proficiency. Although, learning gains increased significantly in 2022, with increases as high as 48 percentage points. Instruction is an enormous factor when reviewing possible root causes to why these decreases and deficiencies have occurred.

Measurable Outcome:

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

Student performance on the state assessment in mathematics will increase by 10 percentage points for each assessed grade level.

Monitoring:

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

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:

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

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.

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

Rationale for Evidence-based Strategy:

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

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

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.

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

Lalelei Kelly (949256@dadeschools.net)

#3. Positive Culture and Environment specifically relating to EWS**Area of Focus Description and Rationale:**

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

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, 2021 and 2022. It is critical to reduce EWS numbers, as this information is a precursor for those who are at risk for grade retentions and/or eventual school drop out.

Measurable Outcome:

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

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

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:

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

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:

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

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

Currently reviewing FAST Data from 2022-2023 school year to determine focus and plan.

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

Overall, student performance in ELA on the state assessment, for 3-5 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 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)

Currently reviewing FAST Data from 2022-2023 school year to determine focus and plan.

Grades 3-5: Measureable Outcome(s)

The school will increase student proficiency by 10 percentage points on the state ELA/Reading assessment in each grade level.

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.

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:

Select the person responsible for monitoring this outcome.

Stubbs, Willecia, wstubbs@miami.seedschool.org

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?

Research and acquisition of resources/programs that are aligned to Florida requirements from What Works Clearinghouse (WWC); 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 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?

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:

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
<p>1. Establish a Body of Evidence: Administration and teachers partner to collect data about the overall literacy integration and culture school-wide.</p> <p>2. Identify Instructional Patterns: Data patterns inform effectiveness in shifting the ownership of learning to our students.</p> <p>3. Design Professional Learning: Develop evidence-based professional learning plans and PLC content to cultivate reflective practice and continuous learning.</p> <p>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.</p> <p>5. Interactive Feedback: Implementation/Use of non-evaluative, action-oriented feedback conversations about the observation data with teachers to inspire growth and change.</p> <p>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.</p>	<p>Ramos, Caridad, dr.ramos@excelsiorschools.com</p>

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.

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 school culture and environment.

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.