

Miami-Dade County Public Schools

Excelsior PREP Charter School Of Hialeah School



2023-24

Schoolwide Improvement Plan (SIP)

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Excelsior PREP Charter School Of Hialeah

369 E 10TH ST, Hialeah, FL 33010

<http://www.excelsiorlanguageacademy.com>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is developed with the support and input of the leadership team, teachers, staff, parents, and students. We analyze data and discuss the overall school culture. Based on this information we set short term goals in order to reach our long-term goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

During our EESAC meetings we meet with all of the stakeholders and review the aforementioned. During this time, we make decisions and revisit the SIP to make changes to the plan for the betterment of the school.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	89%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	1	0	0	3	0	4	10	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	2	1	0	8	0	9	21	41
Level 1 on statewide Math assessment	0	0	2	1	0	8	0	9	21	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	1	0	8	0	9	21	41

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	1	5	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	9	12	6	26	25	78
Level 1 on statewide Math assessment	0	0	0	0	6	10	28	25	24	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	5	6

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	3	0	3	11	16	35	33	101

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	1	5	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	9	12	6	26	25	78
Level 1 on statewide Math assessment	0	0	0	0	6	10	28	25	24	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	5	6

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	3	0	3	11	16	35	33	101

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	61	53	27	62	55	27		
ELA Learning Gains				41			42		
ELA Lowest 25th Percentile				32			43		
Math Achievement*	45	63	55	24	51	42	22		
Math Learning Gains				62			24		
Math Lowest 25th Percentile				75			26		
Science Achievement*	29	56	52	20	60	54	16		
Social Studies Achievement*	62	77	68	40	68	59	31		
Middle School Acceleration	81	75	70	67	61	51	57		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	51	62	55	48	75	70	41		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	4	
ELL	48			
AMI				
ASN				
BLK				
HSP	52			
MUL				
PAC				
WHT				
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	3	1
ELL	36	Yes	1	
AMI				
ASN				
BLK				
HSP	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	43			

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			45			29	62	81			51
SWD	23			42				27			4	58
ELL	37			46			23	43	90		6	51
AMI												
ASN												
BLK												
HSP	40			46			31	60	81		6	51
MUL												
PAC												
WHT												
FRL	39			45			31	59	89		6	51

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	27	41	32	24	62	75	20	40	67			48
SWD	12	26	10	0	41							36
ELL	21	41	30	19	57	73	13	21				48
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP	29	42	30	25	62	74	21	33	70			48
MUL												
PAC												
WHT												
FRL	28	41	30	24	61	76	19	38	68			45

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	27	42	43	22	24	26	16	31	57			41
SWD	0	20		0	20							
ELL	21	44	47	22	26	33	11	30	62			41
AMI												
ASN												
BLK												
HSP	26	42	43	23	23	27	17	33	57			41
MUL												
PAC												
WHT												
FRL	25	41	40	23	23	29	14	32	53			44

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	56%	-27%	54%	-25%
07	2023 - Spring	27%	50%	-23%	47%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	31%	51%	-20%	47%	-16%
04	2023 - Spring	14%	58%	-44%	58%	-44%
06	2023 - Spring	41%	50%	-9%	47%	-6%
03	2023 - Spring	19%	52%	-33%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	59%	58%	1%	54%	5%
07	2023 - Spring	54%	48%	6%	48%	6%
03	2023 - Spring	41%	63%	-22%	59%	-18%
04	2023 - Spring	14%	64%	-50%	61%	-47%
08	2023 - Spring	44%	59%	-15%	55%	-11%
05	2023 - Spring	24%	58%	-34%	55%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	7%	40%	-33%	44%	-37%
05	2023 - Spring	24%	50%	-26%	51%	-27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	56%	20%	50%	26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	68%	-16%	66%	-14%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading was our lowest component. The contributing factor is the large ESOL population.

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

Reading illustrated the largest decline. As forementioned we have more than half of our school composed of an ESOL population struggling with the English language.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Reading had the largest gap compared to the state; this is due to the large ESOL population.

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

Math. Reducing class size and utilizing interventionist strategically.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance

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

Reading, Science, and specific student's attendance.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One area of focus is providing as much support to our influx of families from different countries. This demographic makes up a large portion of our school and the majority of our students found in the early warning system list. The families with ESOL students are provided with an exclusive tour of the school and how the educational system works in our country. Additionally, a follow up support is continued through contact the families and giving them all resources necessary for them to make the transfer from one country to another. Furthermore, they are invited to all the meetings given throughout the year and

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 3 or more percentage points. For instance, in the ELA currently we are at the 42-percentage rate in proficiency. The proficiency rate this coming year will increase at PM3 between 43 to 47 percentage.

Monitoring:

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

We will ensure that the parents are well informed on our progress and what areas we need to focus on.

Person responsible for monitoring outcome:

Raysa Martinez (941331@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The data throughout the school year will be monitored and evidenced in PM1 and PM2 as the students show progression in Reading. We will also monitor i-Ready scores and the interim assessments, as well as performance matters and bi-weekly assessments. Along the way providing parents as much information as possible on how to help their child at home.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Analyzing data and sharing with parents and all the stakeholders will help us capitalize instruction. Differentiated instruction would be much more rigorous and at home help can be much more focused.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Excelsior Prep Charter School of Hialeah for the past years has performed low in the subgroup, Student's with Disabilities. This subgroup has performed below 41% for 3 consecutive years. Additionally, this subgroup has performed below 32% for 1 consecutive year.

Measurable Outcome:

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

The student with disability subgroup will increase their levels by 11 percentage points. This will be evident in the PM3 state exams and their i-Ready Assessments.

Monitoring:

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

This subgroup will be monitored monthly through scheduled assessments. The leadership team will meet (Problem Solving Team) on a monthly basis to analyze student's performance data, discuss assessment results, review implementation and plan next steps to continue to address the needs of this group.

Person responsible for monitoring outcome:

Raysa Martinez (941331@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented in our area of focus (SWD) is the i-Ready program. Additionally, teachers will improve intervention with the implementation of higher expectations. Differentiated instruction will also be an evidenced based intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting i-Ready as an intervention is because it provides students assistance in the areas of their individual needs. will set high expectations for this subgroup; research shows that the expectations of teachers, parents, and peers affect student's self-esteem, feelings of self-efficacy and their academic motivation. DI - small group instruction allows teachers to work more closely with each student.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 through the i-ready program at the beginning of the year.
2. Provide differentiated instruction for all SWD subgroup based on assessments of student current reading levels.
3. Provide teacher support by modeling how to provide high expectations to our SWD subgroup.

4. Monitor the progress of students once a month in our Problem-Solving Team meetings.
5. Provide follow up support for the students who show little or no progress.

Person Responsible: Raysa Martinez (941331@dadeschools.net)

By When: The meetings will take place on 10/04/23, 11/08/23, 12/13/23, 2/14/23, 3/13/23, and 4/10/23

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Excelsior Prep Charter School of Hialeah for the past year has performed low in the following subgroup, English Language Learner. This subgroup performed below 41%. Their federal percent of points index are at 36%.

Measurable Outcome:

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

The student with disability subgroup will increase their levels by 6 percentage points. This will be evident in the PM3 state exams and their i-Ready Assessments.

Monitoring:

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

The English Language Learner subgroup will be monitored monthly through scheduled assessments. The leadership team will meet (Problem Solving Team) on a monthly basis to analyze student's performance data, discuss assessment results, review implementation and plan next steps to continue to address the needs of this group.

Person responsible for monitoring outcome:

Raysa Martinez (941331@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented in our area of focus (ELL) is the Imagine Learning Program (ELL 1); i-ready for ELL 2-4. Additionally, differentiated instruction will also be an evidenced based intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who used Imagine Language & Literacy showed significantly more growth in reading skills than comparable students who did not use Imagine Learning. Small group instruction allows teachers to work more closely with each student. The rationale for selecting i-Ready as an intervention is because it provides students assistance in the areas of their individual needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 through the imagine learning and i-ready program at the beginning of the year.
2. Provide differentiated instruction for all ELL subgroup based on assessments of student current reading levels.

3. Monitor the progress of students once a month in our Problem-Solving Team meetings.
4. Provide follow up support for the students who show little or no progress.

Person Responsible: Raysa Martinez (941331@dadeschools.net)

By When: The meetings will take place on 10/04/23, 11/08/23, 12/13/23, 2/14/23, 3/13/23, and 4/10/23.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title 1, ESSER Grants, Title III, Title IV are some of the fundings that support our demographic with additional school resources.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

EPCH has an intensive intervention program to ensure that we create sustainability throughout all grades.

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

In our elementary grades 3-5 our reading teachers are reading endorsed. This has been helpful in planning and preparing rigorous lessons and relaying information to assist parents at home with their children.

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 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 Measurable Outcomes

Kinder, 1st and 2nd grade measurable outcomes illustrated a proficiency level of 50%. We will be improving that by 3% to 5% this coming school year.

Grades 3-5 Measurable Outcomes

3rd, 4th and 5th grade measurable outcomes illustrated a proficiency level of 34%. We will be improving that by 3% to 5% this coming school year. All grade levels will improve to 37% to 40% in proficiency.

Monitoring

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 impact student achievement outcomes.

Administration and leadership team will conduct classroom walkthroughs and data chats with all the teachers and students. Furthermore, we will conduct instructional review to maintain a consistency in data awareness throughout the school year.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Martinez, Raysa, 941331@dadeschools.net

Evidence-based Practices/Programs

Description:

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. §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 student's needs and aligned to the curriculum.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

i-Ready assists with identifying the student's needs and depicting the precise targeted areas. As shown from the previous years and the use of the program with fidelity has increased our scores and focused on strengths and weaknesses of all students. Providing the opportunity for teachers to laser target their lessons and cater to every child's needs.

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
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During the 2023-2024 school year; many activities have been initiated to take place to support a positive culture and environment. We have student of the month (values), the students receive free Mcdonald lunch, start with hello week (a Sandy Hook promise); (Students have positive activities all week long). A stomp out drugs week, school spirit weeks, field trips, and helping others such as food/shoe/toy drives. Our school counselor provides group activities and one on one sessions. lastly, the entire school is addressed on a daily basis via zoom with a positive remark or thought or smile.

Martinez, Raysa,
raysa.martinez@fldoe.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

This SIP is disseminated in our EESAC meetings and via email. Additionally, we post on our website: <https://www.excelsiorprephialeah.com/> .

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We have several ways of communicating everything with our parents to maintain an open and fulfilling relationship that leads to many positive outcomes at our school. For instance, we constantly post on Instagram and Facebook, we also use ClassDojo, the remind app, and send emails. Additionally, we provide the community and parents our cell phone numbers along with texting.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school has an extended day that provides time for differentiated instruction and intervention. During these times we are strengthening our students' skills in math and reading to close all learning gaps. Additionally, the school provides educational extracurricular programs such as STEM, math, reading, and special area for ESOL students. Our ESOL students (Area of Focus) parents are also instructed in ways to assist their child at home.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school counselor provides all students with the necessary tools to ensure a healthy mental capacity. On a weekly basis she counsels students and meets with them on a one-on-one basis and in groups for fun stress-free activities. Mainly for academic purposes. Dr. Alfonso also trains all the teachers with the youth mental health trainings.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At EPCH we provide the students with the opportunity to work as office aids and learn how to support the school from within. We also have the Cristo del Rey high school and SEEDS Miami Boarding School, Breakthrough/Kapow speaking to our middle schoolers of opportunities after middle school.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

All students are provided the platform to share any mental health issues in private with our counselor. Furthermore, the protocols are followed to meet every child's needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our teachers were provided the opportunity to complete a St. Thomas University reading endorsement at no cost to them. Additionally, we have professional development focused around enhancing classroom instruction, such as differentiated instruction, BEST curriculum, and classroom management.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our kindergarten students and parents are provided with an orientation of our school and program. The students are invited alongside their parents. Additionally, each parent is consulted individually to answer any questions or concerns. The school also places educators that are highly experienced and effective in kindergarten classes.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes