

Miami-Dade County Public Schools

Excelsior PREP Charter School Of Miami Gardens



2023-24

Schoolwide Improvement Plan (SIP)

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Excelsior PREP Charter School Of Miami Gardens

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[no web address on file]

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.

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, 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
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	Assistant Principal	Serves as an instructional leader in the planning, coordination, and administration of school activities and programs, including curriculum, instruction, assessment, student conduct and attendance, extracurricular programs, school site operations, and the supervision and evaluation of assigned personnel.

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 process of involving stakeholders in the School Improvement Plan (SIP) development process is crucial for creating a comprehensive and effective plan that addresses the needs and goals of the school community. Here's an outline of how the involvement of various stakeholders, including the school leadership team, teachers and school staff, parents, students, and business or community leaders, can be integrated into the SIP development process:

Identifying Stakeholders:

Determine the key stakeholders who should be involved in the SIP development process. This typically includes representatives from the school leadership team, teachers, non-teaching staff, parents, students (for secondary schools), and potentially business or community leaders who have a vested interest in the school's success.

Communication and Engagement Strategy:

Develop a clear communication and engagement strategy outlining how each stakeholder group will be informed and involved in the SIP development process. This may include regular meetings, workshops, surveys, and other means of collecting input.

Initial Consultation:

Conduct initial consultations with each stakeholder group separately to gather their insights, concerns,

and suggestions regarding the school's strengths, weaknesses, opportunities, and challenges. This can be done through surveys, focus group discussions, interviews, or town hall meetings.

Data Analysis:

Analyze the feedback received from the stakeholders to identify common themes, trends, and priorities. This analysis will serve as the foundation for setting the goals and strategies in the SIP.

Collaboration:

Organize joint workshops or collaborative sessions where representatives from different stakeholder groups come together to review the data analysis and collectively brainstorm potential improvement strategies. This promotes collaboration and a shared understanding of the school's needs.

Goal Setting:

Based on the feedback and collaboration, the school leadership team, in conjunction with representatives from other stakeholder groups, can define the specific goals for the SIP. These goals should be aligned with the identified needs and priorities.

Drafting the SIP:

Develop a draft SIP that outlines the goals, strategies, action plans, and timelines. Ensure that the strategies and actions reflect the input and insights provided by the various stakeholder groups.

Validation and Feedback:

Share the draft SIP with all stakeholders and seek their validation and feedback. This iterative process allows stakeholders to review the plan, offer additional suggestions, and ensure that their perspectives have been accurately incorporated.

Revision:

Revise the SIP based on the feedback received and finalize the document. The revised SIP should reflect a consensus among the various stakeholders and provide a well-rounded approach to school improvement.

Implementation and Monitoring:

Execute the strategies outlined in the SIP, ensuring that each stakeholder group is actively engaged in their respective roles. Regularly monitor progress and make adjustments as needed based on ongoing feedback from stakeholders.

Regular Review and Updates:

Implement regular reviews of the SIP's effectiveness. This can involve periodic meetings with stakeholders to assess progress, celebrate successes, and identify any emerging challenges that require adjustments to the plan.

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))

Regular monitoring and evaluation of the School Improvement Plan (SIP) are essential to ensure that the strategies and actions outlined in the plan are effectively implemented and have a positive impact on student achievement, especially for those students facing the greatest achievement gaps. Here's how a school can set up a process for monitoring, evaluating, and revising the SIP for continuous improvement:

Establish Clear Metrics and Indicators:

Define specific metrics and indicators that will be used to measure the progress and impact of the SIP. These could include academic performance data, standardized test scores, graduation rates, attendance rates, discipline data, and other relevant indicators.

Regular Data Collection and Analysis:

Collect data regularly based on the established metrics. Implementation of ongoing assessments, progress reports, and other sources of academic and behavioral data. Analyze this data to assess whether the strategies are leading to the desired improvements.

Monitoring Teams and Responsibilities:

Establish SIP team for tracking the progress of each strategy or action item in the SIP, which consist of lead teachers, administrators and instructional support staff.

Scheduled Checkpoints and Reviews:

Establish checkpoints and review meetings to assess the progress of the SIP. Reviews will occur quarterly. During these meetings, stakeholders, including teachers and leadership team will share insights on what's working and where adjustments are needed.

Data-Driven Discussions:

Monitoring meetings will be scheduled to engage in data-driven discussions about the effectiveness of the strategies. Analyze trends, identify areas of concern, and celebrate successes. Focus on understanding why certain strategies are producing positive outcomes and why others might not be as effective.

Identifying Achievement Gaps:

Pay special attention to the achievement of students with the greatest achievement gaps. Monitor their progress closely and assess whether the strategies implemented are making a meaningful impact on closing these gaps.

Collect Stakeholder Feedback:

Involve teachers, students, parents, and other stakeholders in the evaluation process. Their insights can provide a holistic understanding of the plan's impact and potential areas for improvement.

Data-Driven Decision-Making:

Use the collected data and feedback to make informed decisions about which strategies should be maintained, modified, or replaced. If certain strategies are not yielding the expected results, consider alternatives and adjustments.

Revising the SIP:

When data indicates that certain strategies are not achieving the desired outcomes, or when new insights emerge, revisions will be made to the SIP. This will include, but is not limited to, modifying existing strategies, introducing new ones, or reallocating resources to areas that require more attention.

Communication and Transparency:

Keep all stakeholders informed about the progress of the SIP and any revisions made. Transparency fosters trust and engagement among the school community.

Documenting Lessons Learned:

Keep records of the strategies that have proven effective and those that haven't. These insights can inform future SIP development and help avoid repeating ineffective approaches.

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	85%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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)* Black/African American Students (BLK) 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: C 2018-19: C 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	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 English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	
Students retained two or more times	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	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
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	

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	
Students retained two or more times	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	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
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	

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	
Students retained two or more times	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*	37	61	53	22	62	55	31		
ELA Learning Gains				48			41		
ELA Lowest 25th Percentile				57			33		
Math Achievement*	35	63	55	21	51	42	29		
Math Learning Gains				46			25		
Math Lowest 25th Percentile				61			13		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	56	52	16	60	54	27		
Social Studies Achievement*	79	77	68	69	68	59	59		
Middle School Acceleration	87	75	70	67	61	51	71		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress		62	55		75	70			

* 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)	TSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	312
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	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	9
Percent Tested	100
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	13	Yes	3	3
ELL				
AMI				
ASN				
BLK	51			
HSP	47			
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	24	Yes	2	2
ELL	18	Yes	1	1
AMI				
ASN				
BLK	45			
HSP	37	Yes	2	
MUL				
PAC				
WHT				
FRL	44			

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	37			35			36	79	87			
SWD	5			21							2	
ELL												
AMI												
ASN												
BLK	36			33			35	78	86		6	
HSP	43			50							2	
MUL												
PAC												
WHT												
FRL	36			35			35	77	92		6	

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	22	48	57	21	46	61	16	69	67			
SWD	4	15		13	43	45						
ELL	9			27								
AMI												
ASN												
BLK	23	48	57	22	45	62	17	68	67			
HSP	20	45		20	64							
MUL												
PAC												
WHT												
FRL	21	49	58	21	47	60	14	68	60			

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	31	41	33	29	25	13	27	59	71			
SWD	0			6								
ELL												

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
AMI												
ASN												
BLK	31	39	33	29	25	14	27	57	71			
HSP												
MUL												
PAC												
WHT												
FRL	30	39	34	27	25	13	28	59	69			

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	38%	56%	-18%	54%	-16%
07	2023 - Spring	35%	50%	-15%	47%	-12%
08	2023 - Spring	37%	51%	-14%	47%	-10%
04	2023 - Spring	40%	58%	-18%	58%	-18%
06	2023 - Spring	33%	50%	-17%	47%	-14%
03	2023 - Spring	38%	52%	-14%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	27%	58%	-31%	54%	-27%
07	2023 - Spring	25%	48%	-23%	48%	-23%
03	2023 - Spring	62%	63%	-1%	59%	3%
04	2023 - Spring	31%	64%	-33%	61%	-30%
08	2023 - Spring	38%	59%	-21%	55%	-17%
05	2023 - Spring	38%	58%	-20%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	12%	40%	-28%	44%	-32%
05	2023 - Spring	30%	50%	-20%	51%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	56%	17%	50%	23%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	65%	22%	63%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	68%	5%	66%	7%

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.

Science was the lowest data component. Some of the contributing factors that may have led to last year's low performance may be:

1. Low Student Engagement:

Science education should ideally be hands-on and inquiry-based, fostering curiosity and critical thinking. If students are not engaged in the subject, their performance may suffer.

2. Lack of Integration with Real-World Applications:

Students may struggle to see the relevance of science to their daily lives. Connecting scientific concepts to practical applications can enhance their engagement and understanding.

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

There were no data components that showed any decline from the prior year.

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.

Science had the largest gap when compared to the state average for proficiency. Here are may be some of the factors that contributed to this gap:

1. Lack of Resources:

Inadequate use/limited use of laboratory equipment and other resources may have hindered students' hands-on learning experiences and understanding of scientific concepts.

2. Low Student Engagement:

Science education should ideally be hands-on and inquiry-based, fostering curiosity and critical thinking.

3. Cultural and Socioeconomic Factors:

Students from lower socioeconomic statuses might face additional challenges in science education due to lack of exposure to science-related experiences, or limited access to supplemental resources.

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

The data components showed the most improvement were both reading and math. The school was able to implement consistent interventions throughout the school year in math and during the month before testing in reading. The school hopes to continue with consistent, data-driven interventions, barring any additional staff shortages.

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

Student absenteeism and tardiness are major concerns. EWS data revealed concerns around student failure in ELA/math courses as well as low performance on ELA/math state assessments; however, this area of concern has already been highlighted and targeted under the areas of focus for academics.

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

1. Increase student performance in science.
2. Improve overall instruction and student engagement in science.
3. Increase student performance in math and reading.
4. Retain faculty and provide professional development to improve overall instruction in both reading and math in all grade levels.
5. Reduce student absenteeism and tardiness.

Area of Focus

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

#1. Instructional Practice specifically relating to Science**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.

Majority of Excelsior's population is free and/or reduced lunch, categorized as economically disadvantaged. Historically, on the state science assessment this population has scored below 30% over the last 3 years, with proficiency levels at 21% for the 2023 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 science.

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 science for this subgroup. The leadership team will meet to analyze bimonthly 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:

Caridad Ramos (dr.ramos@excelsiorschools.com)

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.)

Overall improvement of teacher instruction with the implementation of hands-on experiments and labs; increase use of subject-specific vocabulary with students, and the provision of more explicit instruction with interventions. Additionally, classroom instruction will include small-group instruction, skill instruction in comprehension, teacher modeling, and coaching for teachers. Moreover, teachers will emphasize scientific inquiry and thinking to promote science growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To effectively promote vocabulary instruction and scientific thinking, the use of strategies such as contextualizing vocabulary in real-world scenarios, incorporating interactive activities, encouraging discussions, and integrating vocabulary learning into hands-on experiments lends itself to increased student engagement and comprehension of science concepts. By focusing on both vocabulary and scientific thinking, students can develop a holistic and deeper understanding of science, ultimately leading to improved performance in the subject.

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. Professional Development for Teachers:

Provide ongoing professional development to teachers on effective science pedagogy. Offer training on inquiry-based teaching methods and integrating technology into lessons.

Share strategies for differentiation to support diverse learners.

2. Vocabulary Instruction:

Implement vocabulary instruction strategies specific to science content.

Incorporate interactive activities, visual aids, context-rich examples to reinforce vocabulary. Encourage students to use scientific terminology.

3. Scientific Thinking Skills:

Emphasize critical thinking, problem-solving, and analytical skills in science lessons. Teach students to formulate hypotheses, design experiments, analyze data, and draw conclusions.

4. Hands-On Learning and Experiments:

Provide opportunities for hands-on experiments, labs, and interactive demonstrations. Allow students to engage in authentic scientific inquiry to foster curiosity and exploration.

5. Technology Integration:

Use digital resources to enhance science learning. Integrate virtual labs into the curriculum.

6. Data-Driven Decision-Making:

Regularly analyze student performance data to identify areas for improvement.

Adjust instructional strategies and interventions.

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

By When: Implementation of action steps begin during the 1st nine week period, will be reviewed mid-year and summative data will be analyzed in June to determine areas of success or in need of improvement.

#2. Instructional Practice specifically relating to Math**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.

Although there was a slight increase this year in overall student performance in mathematics (comparing FSA to FAST proficiency). Math is still an area of focus due to student proficiency being under 41%. Historically, Excelsior has seen student performance in various grade levels decline in proficiency on FSA in previous years, specifically in elementary, while middle school math proficiency levels fluctuated over the years but never exceeded 50% proficiency.

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 5 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 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 following are evidenced-based strategies for effective teaching of mathematics:

- Establish mathematics goals to focus reasoning.
- Implement tasks that promote reasoning and problem solving.
- Use and connect mathematical representations.
- Facilitate meaningful mathematical discourse.
- Pose purposeful questions.
- Build procedural fluency from conceptual understanding.
- Support productive struggle in learning mathematics.
- Elicit and use evidence of student thinking.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective teaching of mathematics:

- establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
- engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
- engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
- 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.

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. 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)

By When: Improved student performance will be evaluated in June, after FAST PM3 is administered.

#3. Instructional Practice specifically relating to ELA**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.

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 on the FSA and last year on the FAST; however, the proficiency levels increased slightly last year on the FAST PM3, with overall proficiency at 37% 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 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.)

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 Intervention:

Explain the rationale for selecting this specific 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.

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 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: Lalelei Kelly (949256@dadeschools.net)

By When: This goal will be reviewed in June, after the FAST PM3 assessment is administered.

#4. 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.

Based upon the data EWS is an area of concern with the increasing number of students with two or more indicators by grade level between 2019 and 2023. 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 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.)

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 Intervention:

Explain the rationale for selecting this specific 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.

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. Data Collection and Analysis:

- Collect and analyze data on absenteeism to identify patterns and root causes. Understand which students are most affected and the reasons for their absences.

2. Positive School Climate:

- Foster a safe and welcoming school environment where students feel valued and connected. A positive climate can motivate students to attend school regularly.

3. Clear Attendance Policies:

- Develop and communicate clear attendance policies to students, parents, and staff. Ensure everyone understands the importance of regular attendance and the consequences of chronic absenteeism.

4. Parent and Guardian Engagement:

- Establish regular communication channels with parents and guardians. Keep them informed about attendance expectations, events, and progress reports.
- Reach out to parents when a student is absent to ensure awareness and address any concerns.

5. Early Intervention:

- Identify students at risk of chronic absenteeism and intervene early. Provide additional support, mentoring, or counseling to address underlying issues.

6. Support Services:

- Offer counseling services, social-emotional learning programs, and mental health support to address personal challenges that might contribute to absenteeism.

Person Responsible: Janeice Smith-Alexandre (jsmith-alexandre@dadeschools.net)

By When: This will be monitored quarterly and a final review of progress in June of attendance to note any overall improvement.

#5. 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 Miami Gardens 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:

Caridad Ramos (dr.ramos@excelsiorschools.com)

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: Caridad Ramos (dr.amos@excelsiorschools.com)

By When: The meetings will take place on 12/13/23, 3/13/24, and 4/10/24

#6. 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 Miami Gardens for the past year has underperformed in the subgroup, Students with Disabilities. This subgroup has performed below 41% for 2 consecutive years. Additionally, this subgroup has performed below 32% for 2 consecutive years.

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:

Lalelei Kelly (949256@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: Jennifer Dorfman (jdorfman@excelsiorcharter.org)

By When: The meetings will take place on 10/04/23, 11/08/23, 12/13/23, 2/14/24, 3/13/24, and 4/10/24

#7. ESSA Subgroup specifically relating to Hispanic**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 Miami Gardens for the past 2 years has underperformed in the following subgroup, Hispanic. This subgroup performed below 41%.

Measurable Outcome:

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

The Hispanic subgroup will increase their levels by 10 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:

Lalelei Kelly (949256@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 program being implemented in our area of focus for the subgroup Hispanic 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 students in the Hispanic subgroup based on assessments of student current reading levels.
3. Provide teacher support by modeling how to provide high expectations to our Hispanic 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: Caridad Ramos (dr.ramos@excelsiorschools.com)

By When: This will be monitored quarterly with data analysis by the school leadership team and adjustments to interventions being made. Final analysis of student performance data will occur June 2024.

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).

SIP/Leadership team will review funding allocations in place, including but not limited to, the review of funding for staffing, professional development, curriculum materials, technology, student support services, and other areas.

Prioritize the allocation of resources based on the needs identified during the data analysis and needs assessment stages. Ensure that the allocated resources are aligned with the interventions and strategies outlined in the SIP. Close attention will be paid to equity considerations when reviewing allocated resources to ensure that funding is distributed fairly and that all student subgroups receive the support they need.

Allocation of funding or resources to SIP strategies/interventions and activities will reviewed periodically to determine if adjustments are required.

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

Student performance in ELA on the state assessment, for grades K-2, is slightly lower than 50% proficiency.

Grades 3-5: Instructional Practice specifically related 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 or more

percentage points

at times and decreased on the FAST PM3 ELA to 15 percentage points). 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 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

The school will increase student proficiency to 50% on the state ELA/Reading assessment in each grade level.

Grades 3-5 Measurable Outcomes

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

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.

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.

Ramos, Caridad, dr.ramos@excelsiorschools.com

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?

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.

Additionally, the use of digital resources, such as READ 180/System 44 and iReady.

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?

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>	Ramos, Carmen, cramos@dadeschools.net

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.

1. Online Platform:

Create a dedicated section on the school's website where stakeholders can access the SIP, UniSIG budget, and SWP documents. Ensure the website is user-friendly and accessible.

2. Parent and Family Engagement:

Translate key portions of the documents into languages commonly spoken by parents and families. Conduct information sessions, workshops, or meetings to present the SIP, UniSIG budget, and SWP. Address questions and provide clarifications.

Send home newsletters or email updates with summaries of the documents and progress updates.

3. Staff and Leadership:

Hold staff meetings or professional development sessions to discuss the SIP, UniSIG budget, and SWP.

Encourage input and feedback from teachers and staff.

Ensure school leadership actively communicates the importance of these documents and their alignment with school goals.

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))

1. Open Communication Channels: Establish multiple communication channels, including emails, newsletters, phone calls, and social media, to regularly update parents and families about school events, activities, and student progress.
2. Parent Engagement Workshops: Organize workshops and informational sessions on various topics such as curriculum updates, assessment strategies, and ways parents can support learning at home.
3. Regular Parent-Teacher Conferences: Schedule regular parent-teacher conferences to discuss student progress, strengths, areas for improvement, and set goals collaboratively.
4. Home-School Communication Tools: Utilize technology platforms, such as Class Dojo, that facilitate real-time communication between teachers and parents, such as dedicated apps or online portals.
5. Parent Volunteers: Welcome parents to volunteer in classrooms, school events, and extracurricular activities, fostering a sense of ownership and partnership.
6. Community Partnerships: Collaborate with local businesses, organizations, and community leaders to enhance resources and opportunities for students.
7. Language Accessibility: Provide information in languages spoken by parents who have limited English proficiency to ensure all families can access and understand the information.

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)

Teacher Professional Development:

Provide ongoing professional development for teachers, in targeted areas (science/math/reading) to enhance their content knowledge, instructional strategies, and ability to facilitate enriched and accelerated learning.

Tracking Progress:

Continuously monitor student progress in targeted areas identified, such as science, math and reading, to determine if acceleration or enrichment is needed. Use data to inform instructional decisions.

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))

1. Mental Health Services:

Collaboration with our community partner, Center for Child and Family Enrichment (CFCE), to increase access to mental health professionals, such as psychologists and social workers, that can offer on-site mental health services. Additionally, provide access to confidential counseling sessions for students dealing with anxiety, depression, trauma, or other mental health challenges.

2. Social-Emotional Learning (SEL) Curriculum:

Integration of a social-emotional learning curriculum, Conscious Discipline, that teaches students skills such as self-awareness, emotional regulation, empathy, and interpersonal communication.

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))

1. Career Exploration and Guidance:

Integration of career exploration activities into the curriculum, exposing students to a variety of career paths and industries. Additionally, inviting professionals from different fields to speak about their careers and the skills required every two months.

2. Financial Literacy Education:

Integration of financial literacy education into the curriculum to help students understand the costs and benefits of postsecondary education and make informed financial decisions.

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).

1. Multi-Tiered System of Support (MTSS):

Establish a multi-tiered system of support that encompasses different levels of intervention to address behavior concerns.

2. Tier 1: Universal Supports:

Provide a positive and proactive school climate that promotes positive behavior and social-emotional development for all students.

Implement schoolwide behavior expectations and reinforce them through consistent reinforcement and recognition.

3. Tier 2: Targeted Interventions:

Identify students who may require additional support for behavior-related challenges.

Offer small-group interventions and skill-building sessions targeting specific behaviors or social skills.

4. Tier 3: Intensive Interventions:

For students who need more intensive support, create personalized behavior intervention plans (BIPs) that involve targeted strategies and individualized goals.

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))

Teachers and paraprofessionals complete Professional Growth Plans (PGPs) that are tied directly to their annual evaluation. Within the PGPs, teachers/paraprofessionals are required to set goals that align directly with areas identified by school leadership for improvement as well as areas they have identified individually. Based on these plans opportunities are provided to teachers/paraprofessionals throughout the school year to attend trainings for credit towards certification as well as to meet goals outlined in PGPs.

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))

1. Orientation Activities:

Organize orientation events where preschoolers can visit their future elementary school, meet teachers, explore classrooms, and become familiar with the new environment.

2. Transition Meetings:

Conduct transition meetings involving preschool and elementary school staff, parents, and, if possible, the children. Discuss individual student needs, strengths, and any specific considerations.

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: Instructional Practice: Science	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
7	III.B.	Area of Focus: ESSA Subgroup: Hispanic	\$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