

Hillsborough County Public Schools

Excelsior PREP Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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Excelsior PREP Charter School

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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 will provide K-5 students with a comprehensive, challenging elementary education while developing students’ abilities in the Spanish language on a daily basis. Our students will reach high standards of student achievement in the traditional elementary school subject matters, and also become literate in speaking, reading, and writing in the Spanish language by the completion of 5th grade.”

Provide the school's vision statement.

Excelsior Prep Charter School believes that the acquisition of linguistic and cultural skills is an integral part of all levels of education and society, that foreign language learning is best achieved in the elementary grades, and that establishing bilingual literacy in K-5 grade levels greatly enhances future academic and economic opportunities. We celebrate all of our diverse cultures and backgrounds with the vision that all students can become respectful, responsible, trustworthy and productive members of the school, their community and the world.

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
Mullings, Stephanie	Principal	<p>Effective school principals care deeply about student success and recognize that test scores are not the only measure of a quality education. By immersing themselves in all aspects of the school system, principals monitor daily activities, as well as emerging issues. No day is the same because of the varied responsibilities of the job. Principals are visionary leaders with effective communication skills and a desire to provide diverse students with an exceptional education.</p> <ul style="list-style-type: none"> -Instructional and Academic Leader of the school -Ensuring that academic policies and curriculum are followed -Developing and tracking benchmarks for measuring institutional success -Helping teachers maximize their teaching potential -Meeting and listening to concerns of students on a regular basis -Encouraging, guiding and assisting student leaders and teachers -Meeting with parents and administrators on a regular basis for problem resolution -Enforcing discipline when necessary -Providing an atmosphere free of any bias in which students can achieve their maximum potential -Develop and evaluate educational program to ensure implementation and understanding of the State Standards. -Collect and analyze both qualitative and quantitative data, facilitating discussions amongst teachers and staff and working with school leaders provide professional development and teacher accountability. -Select, supervise, motivate, and evaluate teachers to ensure the students can achieve their academic goals. -Establish relationships and partnerships with community organizations and other schools to coordinate educational services and effectively communicate school vision. -Confer with teachers, students and parents concerning educational and behavioral problems in school. -Encourage active parent participation and encouragement through workshops and family activities. -Address building management concerns by working with the custodial staff, office staff, teachers and Network staff including implementing school-wide safety and emergency protocols. -Secure and allocate supplies, equipment, instructional materials, as well as Title I fund to support students' social, emotional, and academic development. -Other duties as assigned
Montoya , Grace	Assistant Principal	<p>The Assistant principal deals with the issues of student activities and services, community relations, personnel, and curriculum instruction; coordinate with principal to assist in defining and enforcing school policies and guidelines for students, staff, and faculty; conceptualize the goals of the school and identify</p>

Name	Position Title	Job Duties and Responsibilities
		<p>objectives for instruction and extracurricular programs. Working with faculty, the assistant principal makes suggestions, listen, and share experiences encouraging teacher improvement and motivation within classrooms.</p> <p>Essential Duties and Responsibilities</p> <ul style="list-style-type: none"> -Enforcing attendance rules -Meeting with parents to discuss student behavioral or learning problems. -Responding to disciplinary issues -Coordinating use of school facilities for day-to-day activities and special events -Working with teachers to develop curriculum standards. -Developing and maintaining school safety procedures -Evaluating teachers and learning materials to determine areas where improvement is needed. -Coordinating and planning class schedules -Assessing data such as state standards and test scores -Coordinating transportation for students -Ordering and approving equipment and supply orders -Maintaining systems for attendance, performance, planning, and other reports -Supervising grounds and facilities maintenance -Walking the hallways and checking in on teachers and classrooms -Responding to emails from teachers, parents and community members <p>SKILL REQUIREMENTS:</p> <ul style="list-style-type: none"> -Basic computer skills -Good organizational skills -Ability to function independently and as part of a team. -Communicate effectively. -Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, budgets, etc. using prescribed formats and confirming to all rules of punctuation, grammar, diction, and style. -Requires the ability to speak before groups of people with poise, voice control and confidence. -Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graph. -Ability to define problems, collect data, establish facts, and draw valid conclusions. -Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables. -Other duties as assigned

Name	Position Title	Job Duties and Responsibilities
Davis, Kamisha	Instructional Coach	<p>Position Description: The Literacy Coach ensures students receive high-quality literacy instruction. The Literacy Coach leads the development and improvement for teachers in a school building via training, observations, model lessons, feedback conversations, data analysis and more. The Literacy Coach serves as the literacy content expert and provides support on curriculum, high-quality interactions, and the science of teaching reading. The Literacy Coach's duties can be broken down as 80% teacher and 20% students.</p> <p>Reports To: School Level Administrator</p> <p>Scope of Responsibility:</p> <ul style="list-style-type: none"> ● Provide high-quality professional development around effective literacy practices and the foundations of reading. ● Provide feedback, engage in one-on-one coaching, and model best practices. ● Identify where high-quality curricula built-in supports are not being maximized. ● Model and teach new quality literacy intervention activities. ● Coach teachers on using high-quality, evidence-based assessments to determine the most effective interventions required. ● Coordinate and implement high-quality reading curriculum ● Facilitate professional development for teachers ● Observe teachers, provide feedback, and identify next steps to improve instruction in core ELA instruction for the purpose of support and not evaluation ● Monitor and coordinate interventions conducted by the classroom teacher ● Model and teach exemplar lessons ● Support lesson preparation using high-quality curriculum ● Model and support high-quality interactions with students ● Analyze data, identify trends, and support teachers to adjust instruction based on data ● Support teachers with effective parent communication and family involvement ● Communicate a belief in all students' abilities to become successful readers ● Attend all required meetings and trainings ● Communicate with leadership team on school-wide literacy progress <p>Skills and Qualifications: Successful candidates will be detail-oriented, independent self-starters who demonstrate an unwavering commitment to raising student achievement and who have a record of high performance in challenging situations and will also demonstrate</p>

Name	Position Title	Job Duties and Responsibilities
Miller, Vivian	Teacher, ESE	<p>Responsible for the educational leadership of students placed in exceptional education programs, including gifted students and students with disabilities. The specialist is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climates for all students that is safe, secure</p> <p>Implementing strategiesto reach the multiple intelligences of students through creative lessons is required.</p> <p>Essential Duties and Responsibilities</p> <ul style="list-style-type: none"> -Works cooperatively with assigned county staffing personnel -Works cooperatively with parents and teachers to identify students sited as potentially eligible for Gifted Program services. Conduct screenings to determine need for further evaluation for eligibility; collects characteristics data. -Develops appropriate Individual Educational Plans (IEPs), Gifted Educational Plans (EPs) or Academic Improvement Plans (AIPs), and Behavior Success Plans (BSPs), including determining present levels of performance, annual goals, and benchmarks or short-term objectives. -Collects student performance data and reports student progress toward IEP/ EP goals. -Supports general education teachers in implementing appropriate accommodations or enrichment/acceleration strategies. -Schedules and conducts IEP/EP meetings with parents and appropriate school and agency personnel. -Completes matrix of services if required. -Monitor maintenance of ESE case management records. -Regularly reviews and provides updated information -Reports Full Time Equivalency (FTE) accurately. -Participates in eligibility determination meetings. -Serves as Local Education Agency (LEA) Representative,if designated by administrator. -Participates in Professional Development activities relating to performing job responsibilities. -Demonstrates knowledge of Individuals with Disabilities Education Act (IDEA) and implements all requirements. -Plans and delivers instruction designed to assist students with disabilities in mastering the Florida Standards. -Plans and develops curricula designed to address the Florida Standards for Gifted Students and delivers instruction that effectively challenges their higher-level thinking skills. -Assists in the development of appropriate interventions for students suspected of having a disability. -Participates in developing Functional Behavior Assessments (FBAs) and implementing Behavior

Name	Position Title	Job Duties and Responsibilities
		<p>Improvement Plans (BIPs) for students with disabilities.</p> <ul style="list-style-type: none"> -Participates in Manifestation Determination meetings -Consults regularly with school administrators on ESE issues. -Performs other related duties as assigned.
Stokes, Neikeisha	ELL Compliance Specialist	<p>The ELL Coordinator is responsible for providing leadership to the ELL Team in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL Program protocols, procedures, and compliance. This person coordinates consortium wide activities, disseminating and receiving information related to English Language Development; planning and implementing activities and/or special events; addressing operational issues related to their role as coordinator of ELL activities at each school site; providing recommendations of expenditures for activities, equipment, and supplies that enhance the school programs; and serving as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience.</p> <p>Responsibilities</p> <p>Collaborate with teachers and paras to ensure that all classroom environments and learning experiences support ELL students. Work with administration and other ELL staff to identify staff development needs in best practices in ELL instruction and plan/deliver workshops to meet those needs.</p> <p>Participate in multi-disciplinary team meetings, IEP meetings, and any other meetings pertaining to ELL student achievement.</p> <p>Support/Coach ELL Paras</p> <p>Assist ELL team in creating a classroom environment that is conducive to learning and appropriate to the maturity and interests of ELL students.</p> <p>Assist in the development and implementation of appropriate ELL program curriculum.</p> <p>Manage the implementation and certification of required state and county testing for ELL.</p> <p>Administer ELL tests in accordance with the established test calendar, providing and completing all test documents to the District by established deadlines.</p> <p>Provides thorough and timely reports, data, and information, and makes sure the ELL Department stays in compliance with federal/state rules and regulations.</p> <p>Maintain complete and accurate files for assigned areas, including timely updates of student cum files.</p> <p>Maintain the confidentiality of all records and protect the privacy of students and staff.</p> <p>Support compliance/audit visits.</p> <p>Other duties as assigned</p>

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 a crucial step to ensure that the plan is comprehensive, relevant, and well-supported by the school community. Involving various stakeholders, including the school leadership team, teachers and staff, parents, students, and business or community leaders, helps gather diverse perspectives, expertise, and ideas that contribute to a more effective and holistic SIP. Here's a breakdown of the process and how their input is used.

Different engagement strategies can be employed to involve stakeholders effectively. These can include surveys, focus groups, workshops, town hall meetings, and individual interviews. The goal is to encourage open dialogue, gather insights, and understand each stakeholder group's needs, concerns, and aspirations for the school's improvement.

Each stakeholder group is given the opportunity to provide their input on various aspects of the SIP, including academic goals, curriculum enhancements, teaching methodologies, extracurricular activities, student support services, and community involvement. Input can be collected through surveys, facilitated discussions, brainstorming sessions, and one-on-one conversations.

Based on the feedback received, the SIP is refined and finalized. Adjustments are made to align the plan more closely with the collective vision and goals of the school community.

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))

The School Improvement Plan (SIP) is not a static document but a dynamic roadmap that requires ongoing monitoring, evaluation, and adaptation to ensure effective implementation and measure its impact on student achievement, especially for those students facing achievement gaps. Under the Every Student Succeeds Act (ESSA) 1114(b)(3), schools are required to regularly monitor their SIP's progress and make necessary revisions for continuous improvement. Here's the flow of our process:

1. Establish Clear Indicators and Metrics
2. Regular Data Collection and Analysis
3. Progress Monitoring Meetings
4. Data Disaggregation
5. Review of Interventions and Strategies
6. Identify Successes and Challenges
7. Revise the SIP
8. Set new goal and targets as necessary

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)	Elementary School KG-5

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	95%
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)* 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: F 2018-19: F
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	15	23	16	15	7	10	0	0	0	86	
One or more suspensions	1	0	3	3	1	3	0	0	0	11	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	12	11	5	0	0	0	28	
Level 1 on statewide Math assessment	0	0	0	21	8	11	0	0	0	40	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	15	18	21	8	11	0	0	0	83	

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	10	15	3	12	7	5	0	0	0	52

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	4	2	5	6	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	24	16	17	20	16	9	0	0	0	102	
One or more suspensions	0	2	0	8	5	0	0	0	0	15	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide FSA ELA assessment	0	0	0	22	12	5	0	0	0	39	
Level 1 on statewide FSA Math assessment	0	0	0	14	14	6	0	0	0	34	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	22	12	5	0	0	0	39	

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	2	0	16	13	1	0	0	0	32

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	1	4	3	0	0	0	0	11
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*	26	50	53	29	53	56	35		
ELA Learning Gains				51			35		
ELA Lowest 25th Percentile				38					
Math Achievement*	29	56	59	38	50	50	32		
Math Learning Gains				59			25		
Math Lowest 25th Percentile				75					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	15	50	54	5	59	59	8		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	65	59	59	42			27		

* 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	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	153
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	8
Percent Tested	98
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	29	Yes	1	1
ELL	27	Yes	2	1
AMI				
ASN				
BLK	25	Yes	1	1
HSP	30	Yes	1	1
MUL				
PAC				
WHT				
FRL	30	Yes	1	1

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	42			
ELL	37	Yes	1	
AMI				
ASN				
BLK	46			
HSP	42			
MUL				
PAC				
WHT				
FRL	41			

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	26			29			15					65
SWD	29			29							2	
ELL	16			32			13				5	65
AMI												
ASN												
BLK	33			33							3	
HSP	21			28			6				5	68
MUL												
PAC												
WHT												
FRL	24			29			17				5	64

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	29	51	38	38	59	75	5					42
SWD	33			50								
ELL	14	39		27	65							42
AMI												
ASN												
BLK	28	50		46	58							
HSP	27	45		30	64							43
MUL												
PAC												
WHT												
FRL	26	49	33	38	56	73	5					44

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	35	35		32	25		8					27
SWD												
ELL	22			43								27

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	29	23		30	25		10					
HSP	34			31								22
MUL												
PAC												
WHT												
FRL	37	31		36	33		10					25

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%	53%	-24%	54%	-25%
04	2023 - Spring	40%	54%	-14%	58%	-18%
03	2023 - Spring	15%	46%	-31%	50%	-35%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	17%	55%	-38%	59%	-42%
04	2023 - Spring	36%	59%	-23%	61%	-25%
05	2023 - Spring	32%	53%	-21%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	15%	47%	-32%	51%	-36%

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.

English Language Arts (ELA) - 48.5% at Level 1:

Contributing Factors:

Transition to New Standards: there was a shift in the curriculum and of new standards students and staff alike needed time to adjust and adapt to the changes.

Assessment Changes: Changes in the format or content of assessments may have lead to unexpected drops in performance as students have been accustomed to paper/pencil testing.

Reading Strategies: If reading strategies aren't effectively taught, students might struggle with comprehension and analysis.

Vocabulary and Literacy: Insufficient focus on building vocabulary and literacy skills can hinder reading comprehension.

Limited Exposure: If students lack exposure to a variety of reading materials, it can impact their reading skills.

Language Barriers: English language learners might face challenges due to language barriers.

Home Environment: Students with limited access to reading materials at home might experience difficulties.

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

Instructional Challenges: A change in instructional approaches, curriculum, or teaching methodologies might have occurred during the year, impacting students' understanding of math concepts.

Transition to New Standards: If there was a shift in the curriculum or the introduction of new math standards, students might have needed time to adjust and adapt to the changes.

Assessment Changes: Changes in the format or content of assessments can lead to unexpected drops in performance as students adjust to new testing requirements.

Pandemic Disruptions: The ongoing effects of the COVID-19 pandemic could have contributed to disruptions in learning, remote or hybrid instruction, and challenges with engagement.

It's important to conduct a thorough analysis of the decline, considering both internal and external factors, to develop effective strategies for improvement. This decline should serve as a catalyst for identifying and addressing the underlying causes to ensure improved math proficiency in the future.

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.

When compared to the state average, ELA has the greatest gap. As stated in number 2 some of the contributing factors that could be contributing to this gap are:

Funding: Charter schools often have access to less funding than traditional public school. Lack of funding prohibits schools from have the dollars to hire the extra staff.

Loss of grant funds after grade change: for 3 years we received funds from the UNISIG grant for being an F school. Once our grade improved from an "F" to a "C" we were no longer eligible to receive those funds. In contrast, with tradition public schools, this type of grade improvement would qualify the school to receive what was formally known as (TSSSA). Because Charter schools cannot be classified as a turn around school, it also makes the school ineligible to receive those funds to help keep those supports in place so the school can maintain the grade status.

Instructional Approaches:

Student Engagement: Students might find math topics more relatable and engaging than ELA . If ELA classes lack hands-on activities, real-world applications, or interactive learning experiences, students might disengage, leading to lower performance.

Teacher Expertise:

Teachers may have varying levels of expertise. There's a shortage of qualified teachers which could affect student performance.

Cultural Factors:

Cultural factors can influence students' comfort and familiarity with different subjects. If a subject is perceived as more challenging due to cultural biases or stereotypes, it might impact student performance.

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

Improvement in Math

Here are some of the actions taken:

Targeted Interventions: Identify students who are struggling in math and provide targeted interventions such as small group instruction, tutoring, or additional practice.

Professional Development: Provided professional development for math teachers to enhance their teaching strategies, content knowledge, and understanding of effective math instruction.

Curriculum Alignment: Ensure that the math curriculum is aligned with state standards, covers essential concepts, and promotes critical thinking and problem-solving skills.

Real-World Applications: Incorporate real-world examples and applications of math concepts to make learning more engaging and relevant for students.

Use of Technology: Integrate technology tools and resources that can help students visualize and understand complex math concepts.

Supplemental material: use of Acaletics math system which consist of a lot of math exposure and monthly assessments. Quick and rigorous, yet giving the students multiple opportunities throughout the year to practice multiple concepts.

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

Attendance is an area of concern for us.

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

ELA

Math

Attendance

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 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.

Comparing data across two consecutive academic years revealed little to no change in ELA proficiency levels.

Measurable Outcome:

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

The measurable outcome we hope to achieve is 40%. We hope to achieve our proficiency score by implementing the core curriculum with fidelity and provide the necessary interventions to assist all of our students who need it

Monitoring:

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

The Area of Focus will be monitored through weekly check-ins and bi-weekly data review meetings. Students will be provided additional interventions in the areas of ELA based on the baseline assessments administered at the beginning of the school term. Throughout the school year, students will be progressed monitored via weekly assessments to determine students' growth on the benchmarks. Students will receive additional instruction via small groups in and out of the classroom and through extended day programs (After School) The instructional coach and resource teachers will assist with small group instruction where needed.

The leadership team along with teachers will review students' weekly assessment data and monthly progress monitoring assessments to ensure fluid interventions, instructional strategies, and curriculum alignment are occurring and aligned with all students progressing throughout the 23-24 school year. Data chats will be held between teachers and students and goals will be established based on students' performance levels at various interims throughout the school year. Evidenced-based strategies will be implemented with all subgroups to ensure their individual needs are met.

Person responsible for monitoring outcome:

Stephanie Mullings (stephanie.mullings@charter.hcps.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.)

We are being strategic on how we are targeting our students. We have provided baseline assessments from STAR Reading and based on the results, we are providing some of our fragile learners with small group interventions. Some of the interventions we are using, but are not limited to are: Corrective Reading, Wonders interventions for Instructional Groups, and phonics for reading.

Progress monitoring will be implemented. During common planning times, effectiveness of evidenced-based strategies will be analyzed and revised where needed based on progression of individual students' needs. Data chats with all stakeholders will be held to ensure all students' goals are met.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By utilizing these strategies to track students' progress, alignment of curriculum and projection of goals will be effectively monitored. In addition, we will be able to ensure these students are on course to achieve achievement on the state assessments.

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.

Ensure small groups are fluid on a weekly basis based on students performance on weekly assessments.

Person Responsible: Kamisha Davis (kdavis@excelsiorschools.com)

By When: Throughout the year

Classroom walkthroughs will be conducted to ensure standard-based instruction is occurring as well as effective instructional strategies are employed in the areas of ELA

Person Responsible: Kamisha Davis (kdavis@excelsiorschools.com)

By When: Throughout year

Baseline assessments will be administered at the beginning of the school term to determine needed interventions in reading and mathematics. Weekly assessments will be administered to determine students' progression toward the mastery of the benchmarks in ELA, mathematics, and science. In addition, students goals will be individualized to maximize student growth.

Person Responsible: Grace Montoya (gmontoya@excelsiorschools.com)

By When: Throughout year

Pushing in/ pull out small groups focused on ESE student body

Person Responsible: Vivian Miller (vmiller@excelsiorschools.com)

By When: Throughout year

Continuous Data chats with each grade level.

Person Responsible: Stephanie Mullings (stephanie.mullings@charter.hcps.net)

By When: Throughout year

#2. Positive Culture and Environment specifically relating to Other**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.

During the 2022-2023 school year, 219 did not have a satisfactory rate of attendance. They were not in attendance 90% of the school year. This is a decrease of 33% of students compared to the 2020-2021 school year.

Measurable Outcome:

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

total amount of students will decrease by 45% who are reported to have an unsatisfactory rate of attendance less than 90% for the school year.

Monitoring:

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

The DP will run reports daily to monitor students who are absent and tardy daily. The ADMIN will be responsible for communicating with teachers the rosters of students who are approaching the required absences to begin the process. At this point, the teachers are responsible for implementing the attendance policy. The process will begin for documentation purposes at 5, 10, and 15 days. The attendance contracts will be employed for students who are in danger of being considered truant.

Person responsible for monitoring outcome:

Stephanie Mullings (stephanie.mullings@charter.hcps.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.)

Student attendance will be monitored and tracked and when the district's attendance policy has been violated, the process will be employed by the teachers for documentation purposes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Excessive absenteeism is associated with poor academic performance and measures must be taken in promoting and enforcing attendance as a means of improving student performance.

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.

The DP will run reports daily to monitor students who are absent and tardy daily. The DP will be responsible for communicating with teachers the rosters of students who are approaching the required absences to begin the process.

Person Responsible: Stephanie Mullings (stephanie.mullings@charter.hcps.net)

By When: Throughout the year

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)).

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

17% of kindergarten students scored at the proficiency level on the spring Star Early Literacy assessment.

34% of first grade students scored at the proficiency level on the spring Star Early Literacy assessment.

45% of second grade students scored at the proficiency level on the Star Reading assessment.

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

14% of third grade students scored at or above level 3 on the FSA ELA assessment. 36% of fourth grade students scored at level 3 or above on the FSA ELA assessment. 26% of fifth grade students scored at level 3 or above on the FSA ELA assessment.

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

45% of kindergarten students will score at or above level 3 on the statewide ELA assessment. 45% of first grade students will score at or above level 3 on the statewide ELA assessment. 45% of second grade students will score at or above level 3 on the statewide ELA assessment

Grades 3-5 Measurable Outcomes

45% of 3rd grade students will score at or above level 3 on the statewide ELA assessment. 45% of grade 4 students will score at or above level 3 on the statewide ELA assessment. 45% of grade 5 students will score at level 3 or above on the statewide ELA assessment.

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.

Students will be provided additional interventions in the area of ELA based on the baseline assessments administered at the beginning of the school term. The instructional coach and resource teachers will assist with small group instruction where needed.

The leadership team along with teachers will review students' weekly assessment data and monthly progress monitoring assessments to ensure fluid interventions, best instructional strategies, and curriculum alignment are occurring and aligned with all students progressing throughout the 2023-2024 school year. Data chats will be held between teachers and students and goals will be established based on students' performance levels at various interims throughout the school year. Evidenced-based strategies will be implemented with all subgroups to ensure their individual needs are met.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

The Wonders literacy program will be utilized in grades K-5. This programs satisfies Florida's definition of an evidenced-based program. This program is clearly aligned to the new B.E.S.T. standards and parallels with the district's K-12 Comprehensive Evidenced-based Reading Plan. The Wonders program provides a balanced approach to teaching reading, writing, speaking, listening, and viewing using a collection of authentic texts and writing workshops.

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?

The Wonders literacy program is embedded with varied resources to meet the needs of Tier I, Tier II, and Tier III students. Due to many of our students lacking the foundational skills necessary to become proficient on the statewide ELA assessment, this program will address many areas of deficiencies such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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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The Literacy Leadership Team will meet monthly to disaggregate reading data and analyze the effectiveness of schoolwide strategies to ensure we are progressing toward the desired outcomes. In addition, the Literacy Leadership team will develop and implement schoolwide initiatives as it relates to reading and provide professional development opportunities where needed.

Literacy Coach- Our Literacy Coach will plan, teach, and evaluate instruction for students having difficulties with reading. She will also provide Professional Development.

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.

The school will host its Open and Annual Title 1 meetings to share with parents and all other stakeholders how funds are being used. The meetings will be sent out via flyers, robo calls, posting on webpage, and through our various social media platforms.

Excelsiorpreptampa.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))

Open Communication Channels:

The school will establish clear and accessible communication channels for parents and families. This includes regular newsletters, emails, phone calls, and a dedicated school website or app where parents can access important information, updates, and resources related to their child's education.

Parent-Teacher Conferences:

Regular parent-teacher conferences will be scheduled to provide parents with an opportunity to discuss their child's academic progress, strengths, areas for improvement, and overall well-being. These conferences can be face-to-face or conducted virtually, depending on the parents' preferences and circumstances.

Orientation and Welcome Events:

At the beginning of each school year, the school will host orientation and welcome events to introduce parents and families to the teaching staff, school policies, curriculum, and extracurricular activities. This will help foster a sense of belonging and engagement from the start.

Parent Workshops

The school will organize workshops and seminars on various educational topics, parenting strategies, and child development. These events will provide parents with valuable insights and skills to support their child's learning and well-being at home.

Family Engagement Activities:

Throughout the year, the school will organize family-friendly events, such as picnics, cultural celebrations, and science fairs, that encourage parents, families, and students to interact and bond outside of the classroom setting.

Regular Progress Updates:

In addition to formal parent-teacher conferences, teachers will provide regular updates on students' progress through progress reports, online portals, or communication apps. This helps parents stay informed about their child's academic performance and areas that may need attention.

Digital Platforms and Social Media:

Utilizing social media platforms and digital communication tools can enhance connectivity and provide real-time updates to parents about school events, student achievements, and important announcements. By implementing these strategies, the school can establish strong, positive relationships with parents, families, and community stakeholders, thereby contributing to the overall success of the school's mission.

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))

To strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum, the school will implement a comprehensive plan that aligns with the Every Student Succeeds Act (ESSA) requirements. Here's a description of how the school plans to achieve these goals:

1. Curriculum Enhancement:

The school will collaborate with teachers, curriculum specialists, and educational experts to review and update the curriculum. This includes incorporating the latest research-based teaching methods,

strategies, and technologies to ensure that the curriculum is aligned with rigorous academic standards and promotes deeper learning.

2. Differentiated Instruction:

Teachers will receive professional development in differentiated instruction techniques. This approach caters to the diverse learning needs of students, enabling them to progress at their own pace and achieve higher levels of mastery.

3. Enrichment and Acceleration Programs: (partnering with AmRoc

The school will offer enrichment programs for students who need additional challenges beyond the standard curriculum. These programs may include gifted education, and opportunities for students to engage in in-depth research and projects.

4. Extended Learning Time:

To increase the amount of learning time, the school will implement extended learning opportunities. This will involve after-school programs, and summer sessions (if funding is available) focused on academic enrichment, skill development, and hands-on learning experiences.

5. Focus on STEM and STEAM Education:

A special area of focus will be on Science, Technology, Engineering, and Mathematics (STEM) education, possibly expanding to Science, Technology, Engineering, Arts, and Mathematics (STEAM). The school will integrate these subjects into the curriculum through project-based learning, interdisciplinary activities, and partnerships with local industries and research institutions, through it partnership with AMROC if funding is available

6. Data-Driven Instruction:

Teachers and administrators will regularly analyze student performance data to identify strengths and areas for improvement. This data-driven approach will enable educators to tailor instruction, interventions, and enrichment activities to meet individual student needs.

7. Professional Development:

The school will invest in continuous professional development for teachers to enhance their instructional practices, content knowledge, and expertise in differentiated instruction and enrichment strategies. These sessions will be facilitated by Members of the school's leadership and trained staff.

8. Parent and Community Involvement: Partnership with the Ave

The school will engage parents and community stakeholders in supporting the enriched and accelerated curriculum. This could involve hosting information sessions, workshops, and events that promote awareness of the curriculum changes and encourage collaborative efforts to support student learning.

By implementing these strategies, the school aims to provide students with a rigorous, enriched, and accelerated educational experience that prepares them for success in college, careers, and beyond. This plan addresses the Area of Focus specified in Part II of the School Improvement Plan (SIP) as required by ESSA 1114(b)(7)(ii).

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))

n/a

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))

n/a

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).

n/a

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))

n/a

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))

n/a

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: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$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