

Excelsior Language Academy Of Hialeah



2014-15 School Improvement Plan

Excelsior Language Academy Of Hialeah

369 E 10TH ST, Hialeah, FL 33010

<http://www.excelsiorlanguageacademy.com>

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

97%

Alternative/ESE Center

No

Charter School

Yes

Minority

99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	B

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	38
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process by which the school learns about students' cultures and builds relationships between teachers and students in through school events. These school events, invite parents, students and community members to gather after school hours. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Additionally, we will implement the following strategies to support relationships:

- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Form a representative student task force comprised of representative multicultural groups;
- Provide professional development to staff on increasing positive interactions with students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Excelsior Language Academy creates an environment where students feel safe and respected before, during and after school, through different methods. The following strategies are being

implemented this school year:

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide behavioral system that is in place, assists in minimizing distractions to keep students engaged during instructional time. The following strategies are being implemented:

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Excelsior Language Academy ensures that the social-emotional needs of all students are being met through teacher student mentoring. In using this method, the following strategies have been identified:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions

and positive feedback throughout the school day.

- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The intervention strategies employed by Excelsior Language Academy to improve the academic performance of students identified by the early warning system are data driven from the 2013-2014 school year.

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or ISIS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, etc.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Attendance below 90 percent	2	1	3	5	2	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	0	0	0	0	1	0	2
Level 1 on statewide assessment	0	0	0	9	10	6	4	3	32

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
	1	
Students exhibiting two or more indicators	1	1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The following strategies will be employed at Excelsior Language Academy for 2014-2015 school year:

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Reading Plus;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/198335>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Creating a successful community school partnership is a complex, challenging, and time-consuming task. To be effective, partnerships need to engage in a thoughtful process to define a vision and clear goals. Partnerships need to have effective governance and management structures to ensure that programs operate efficiently and the partnership is responsive to community needs. Community school partnerships also need to draw from a broad range of perspectives and expertise—from inside the school as well as from other organizations and individuals within the community. Finally, community school partnerships need to connect, coordinate, and leverage resources from a variety of sources to support and continue their work. The following strategies have been identified for the 2014-2015 school year.

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with Pinnacle and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective

parent phone calls and face-to-face meetings;

- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Piedrahita, Maria	Principal
Rodriguez, Elsa	Teacher, ESE
Quintana, Lizzette	Teacher, K-12
Martinez, Ana	Teacher, K-12
Cabello, Luis	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tier 1(Leadership Team)

Administrator, Maria Piedrahita , will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator the school's Leadership Team will include the following members who will carryout SIP planning and MTSS problem solving

- School reading and math teachers (Martinez and Cabello)
- Special education personnel (Rodriguez)

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus,

infrastructure, and implementation of building level MTSS.

Tier 2

Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least four times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's

SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Services are provided to ensure students requiring additional remediation are assisted through extended

learning opportunities (after-school tutoring programs, Saturday Academy or summer school). The district

coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are

provided to the schools, students, and families. Administrative team develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based

intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and enrichment activities.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ana Martinez	Teacher
Eugenia Smith	Teacher
Yamile Marquez	Education Support Employee
Mihay Napoles	Business/Community
Dalia Santana	Parent
Kenia Nerey	Parent
Modesto Rubido	Parent
Zoallet Haber	Parent
Adriadna Ferret	Parent
Yoania Medina	Parent
Rosenda Silva	Parent
Elsa Rodriguez	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In addition to evaluating the progress and effectiveness of the objectives and strategies in the School Improvement Plan, effective councils continually evaluate and improve their processes and procedures. Councils will ensure action-oriented meetings when they take the time to periodically evaluate them.

Development of this school improvement plan

The SAC involvement in the development of the school improvement plan were as follows:

- Assistance in the establishment of school improvement planning team with clear roles and responsibilities;
- Reviewed the teams self-assessment, of current school practices and programs designed to improve student achievement.
- Reviewed student performance data and determine achievement gaps (which students are falling behind and in which areas);
- Reviewed the teams evaluation of possible contributing factors (conditions, issues, practices, or policies) and provided additional input;
- Reviewed the action plan developed by the team and provided feedback;
- Will ensure the plan is monitored for effectiveness as well as timely implementation.

Preparation of the school's annual budget and plan

EESAC will work closely with the management company on creating an annual budget.

The projected use of SAC funds (\$435 total @ \$5.00 per student)included:

- The provision of student incentives for interventions in reading, writing, mathematics and science.
- Supplemental reading materials for small-group instruction.

Web based tutorial programs.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

For the 2013-2014 school year, School Improvement Funds will be used to provide our struggling students, those who scored below proficiency on the 2013-2014 FCAT, with before and after school tutoring. This includes those who fall within the lowest 25th percentile in reading and/or math. In addition, the resources and materials required will be purchased with these funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Piedrahita, Maria	Principal
Rodriguez, Elsa	Teacher, ESE
Martinez, Ana	Teacher, K-12
Quintana, Lizzette	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the curriculum. The following outlines some of the steps that will be taken to support this focus:

- Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
- Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional

development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).

- Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading requirements that could impact reading instruction at the school.
- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school's strategies to recruit and retain highly qualified, effective teachers to the school are as follows:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures;
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants;
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events;
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time;
- Establish and maintain relationships with colleges and officials in the field of education to promote the District;
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the Mentoring and Induction for New Teachers (MINT). MINT is the School District of Miami-Dade County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

MINT, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. MINT helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

*Mentor: Maria Piedrahita Mentee: Paola Grisales

Rationale for Pairing: Maria Piedrahita is a veteran teacher and administrator and Tramaine Stevens is a

new teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly.

Mentor and mentee will collaborate monthly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor.

Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book

criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom management plan as necessary.

*Mentor: Anita Martinez Mentee: Luis Cabello

Rational for Pairing: Anita Martinez is our middle school team leader and Luis Cabello is a 2nd Year Teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly.

Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor.

Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom

management plan as necessary.

*Mentor: Yair Payret Mentee: Bianca Lastra

Rational for Pairing: Yari Payret is our 3rd grade teacher and Bianca Lastra is a 1st Year Teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly.

Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor.

Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom

management plan as necessary.

*Mentor: Lizzette Quintana Mentee: Honey Hoozky

Rational for Pairing: Lizzette Quintana is our 4th grade teacher and Honey Hoozky is a 2nd Year Teacher

Planned Mentoring Activities:

Mentor will observe one lesson a month in the mentee's classroom and will give her feedback accordingly.

Mentor and mentee will collaborate weekly for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor.

Mentor and mentee will meet on an ongoing basis for support and guidance on lesson planning, grade book criteria, setting up and maintaining an intervention schedule as needed, and develop a classroom

management plan as necessary.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 30 minute reading block (option for extended day)
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level (NGSSS to Common Core).
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards. (FAIR)
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching(c-MAPS)

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 5,400

Regular attendance in high-quality programs is associated with academic performance, task persistence, improved work habits and study skills, and better social skills. Programs serving students need to have tools available that recognize the positive attributes youth bring to their programs. This includes their growing ability to take leadership for program structure and process, as well as to construct boundaries and goals for themselves.

Strategy Rationale

The role of after school programs and staff shifts from management to facilitation of experiences for the students. Standards and tools to measure quality need to take this assets-based youth development approach. Staff credibility and interactions are essential in recruiting and retaining students in after school programs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Piedrahita, Maria, maria.piedrahita@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

1. Collect attendance and participation information to support access, enrollment and quality improvements;
2. Conduct market research to assess family, youth and community needs;
3. Use geographic information system (GIS) technology to identify service gaps and improve access;
4. Develop common, system-wide outcome measures/indicators.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Transition to Kindergarten Plan:

Goals and Strategies

1. Develop a set coordinated transition and orientation to kindergarten experiences that result in children that are ready to be successful and ensure our school is ready to receive children and their families.
 - Provide coordinated and consistent communication, such as informational materials/letters, and events for families' of young children about early development, learning and transition to kindergarten. ACE will communicate about these activities and plan, advertise and implement transition/orientation activities for young children.
 - Provide information, support and opportunities for Pre-K and Kindergarten teachers to learn about and engage in meaningful transition activities
 - Develop support materials on a variety of transition activities, schedule and structure collaboration

between teachers so that they can network and share learning and establish a team that will coordinate/direct transition activities for Pre-K and Kindergarten teachers.

2. Assess incoming kindergarten student on each of the five domains of development to inform, plan and develop effective school readiness and transition initiatives

- Gather information about the pre-k students' child care and early experiences prior to entering kindergarten.
- Implement a kindergarten assessment that assess students in the five domains:
 - Cognitive development,
 - Language and communication,
 - Health and physical development,
 - Social and emotional development, and
 - Approaches to learning
- Develop protocol for using any health assessments as a source of data for the health and physical development domain.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes


N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The results of the 2014 FCAT Reading Test indicate that 44% of students achieved proficiency. If we increase students' comprehension of rigorous text through the use of reading for meaning strategies, then 69% of students will score at proficiency on the annual statewide Reading assessment.

- G2.** The results of the 2014 FCAT Mathematics Test indicate that 22% of students achieved proficiency. If we increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in mathematics.

- G3.** The results of the 2014 FCAT Writing 2.0 indicate that 11% students, in grade 4, scored a 3.5-6 level of proficiency. Our goal for the 2014-201 school year is to increase the percentage of students scoring proficiency on the Statewide Assessment in Writing by 10 points to 21%. If we increase students' ability to cite evidence from text through the use of reading for meaning strategies, then 21% of students will score at proficiency on the annual statewide Writing assessment.

- G4.** Excelsior Language Academies' goal for the 2014-2015 school year is to increase the number of STEM learning opportunities for students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The results of the 2014 FCAT Reading Test indicate that 44% of students achieved proficiency. If we increase students' comprehension of rigorous text through the use of reading for meaning strategies, then 69% of students will score at proficiency on the annual statewide Reading assessment. 1a

G047718

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Reading - Hispanic	70.0
AMO Reading - ELL	57.0
AMO Reading - ED	68.0

Resources Available to Support the Goal 2

- In order to achieve our AMO reading goal, Excelsior language Academy plans on using the following resources to support the goal:
 - District Pacing Guides
 - Instructional Focus Calendars
 - Teacher-created Interactive Word Walls
 - Common Board Configuration
 - Pre-reading activities
 - ELL Strategies
 - CRISS handouts/ resource guide
 - Vocabulary graphic organizers
 - Context Clues Chart
 - LAFS Task Cards
 - Close Reading
 - Depth of Knowledge Questioning

Targeted Barriers to Achieving the Goal 3

- Target: Subgroups not making AMO The results of the 2014 FCAT Test indicate that 43% of the Hispanic subgroup of our student population achieved proficiency. Our goal for the 2014-2015 school year is to increase the percentage of Hispanic students scoring proficiency on the Statewide Assessment by 7 points to 50%. Students in the Hispanic subgroups' 2014 FCAT performance data indicate that there is a deficiency in Reporting Category 1: Vocabulary [LA.3-5.1.6.6] Identify shades of meaning in related words.

Plan to Monitor Progress Toward G1. 8

Principal sets the tone for the administration of assessments and use of assessment data in the school. District benchmark assessments, state, and standardized testing results are considered an integral part of the teaching-learning process and the primary means to monitor the goals of the school improvement plan.

Person Responsible

Maria Piedrahita

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Principal and instructional leaders understand and regularly use ongoing assessment results to examine student learning and teacher performance.

G2. The results of the 2014 FCAT Mathematics Test indicate that 22% of students achieved proficiency. If we increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in mathematics. 1a

G049112

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	58.0
AMO Math - Hispanic	59.0
AMO Math - All Students	58.0
AMO Math - ELL	50.0

Resources Available to Support the Goal 2

- In order to achieve our AMO reading goal, Excelsior Language Academy plans on using the following resources to support the goal: • District Pacing Guides • Instructional Focus Calendars • Teacher-created Interactive Word Walls • Common Board Configuration • ELL Strategies • CRISS handouts/ resource guide • Vocabulary graphic organizers • Math Task Cards

Targeted Barriers to Achieving the Goal 3

- Target: FCAT 2.0 Level 3 The results of the 2014 FCAT Mathematics Test indicate that 21% of students scored a Level 3 proficiency. Our goal for the 2014-2015 school year is to increase the percentage of students scoring Level 3 proficiency in the 201 Statewide Assessment by 7 points to 28%. The area that would require students to improve performance based on the 2014 FCAT administration of the FCAT Mathematics test was Big Idea 2: Number (Fractions)

Plan to Monitor Progress Toward G2. 8

Principal sets the tone for the administration of assessments and use of assessment data in the school. District benchmark assessments, state, and standardized testing results are considered an integral part of the teaching-learning process and the primary means to monitor the goals of the school improvement plan.

Person Responsible

Maria Piedrahita

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Biweekly benchmark assessments

G3. The results of the 2014 FCAT Writing 2.0 indicate that 11% students, in grade 4, scored a 3.5-6 level of proficiency. Our goal for the 2014-201 school year is to increase the percentage of students scoring proficiency on the Statewide Assessment in Writing by 10 points to 21%. If we increase students' ability to cite evidence from text through the use of reading for meaning strategies, then 21% of students will score at proficiency on the annual statewide Writing assessment. 1a

G049113

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	80.0

Resources Available to Support the Goal 2

- District Pacing Guides • Instructional Focus Calendars • Teacher-created Interactive Word Walls
- Common Board Configuration • Four Square Model for Planning • ELL Strategies • Citing textual evidence mini-lessons • Vocabulary graphic organizers • Elaboration Mini-Lessons

Targeted Barriers to Achieving the Goal 3

- Instructional strategies, teachers' knowledge and skills, and student motivation.

Plan to Monitor Progress Toward G3. 8

Teachers will administer monthly writing prompts to students. The prompts will alternate between opinion and argumentative. The testing mode will replicate that of the original writing exam to get students comfortable with the testing routines.

Person Responsible

Maria Piedrahita

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student writing samples

G4. Excelsior Language Academies' goal for the 2014-2015 school year is to increase the number of STEM learning opportunities for students. 1a

G049114

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- Technology lab •Discovery Education •Desktop Computers •Science Lab materials/ kits - Go Math Series

Targeted Barriers to Achieving the Goal 3

- • The lowest performance as noted on the 2014 administration of the FCAT Science Test was Physical Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process. • The lowest performance as noted on the 2014 administration of the FCAT Science Test was Nature of Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process. Instructional strategies, assessment practices, and student motivation are other barriers experienced at Excelsior Language academy.

Plan to Monitor Progress Toward G4. 8

To monitor effectiveness of the program, teachers and administrators will analyze science interim data to monitor student progress

Person Responsible

Maria Piedrahita

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

District interim data and bi-weekly data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The results of the 2014 FCAT Reading Test indicate that 44% of students achieved proficiency. If we increase students' comprehension of rigorous text through the use of reading for meaning strategies, then 69% of students will score at proficiency on the annual statewide Reading assessment. **1**

 G047718

G1.B1 Target: Subgroups not making AMO The results of the 2014 FCAT Test indicate that 43% of the Hispanic subgroup of our student population achieved proficiency. Our goal for the 2014-2015 school year is to increase the percentage of Hispanic students scoring proficiency on the Statewide Assessment by 7 points to 50%. Students in the Hispanic subgroups' 2014 FCAT performance data indicate that there is a deficiency in Reporting Category 1: Vocabulary [LA.3-5.1.6.6] Identify shades of meaning in related words.

 B119752

G1.B1.S1 Students will use CRISS reading strategies will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • The students will utilize vocabulary with context clues, concept maps, use multiple meaning words, and interactive Word Walls. • Teachers will plan effective lessons using the grade-level and subject specific vocabulary words and will be reflected in the Instructional Focus Calendar. • The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. • Students will be provided with opportunities to practice returning to the text to verify answers using context clues and close reading. **4**

 S131591

Strategy Rationale

The use of different strategies will the diverse needs of all learners in the classroom.

Action Step 1 **5**

The effectiveness of this strategy will be monitored by ongoing classroom assessments, classroom walk-throughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings.

The data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the data collected. These meetings will be held quarterly to compare data growth and expectations monthly to help teachers plan effectively.

Person Responsible

Maria Piedrahita

Schedule

Weekly, from 10/6/2014 to 6/6/2015

Evidence of Completion

Classroom walkthrough logs; reviews of debriefing conversations following walkthroughs and instructional

Action Step 2 5

Conduct Training in Educational Technology and Data Driven Decision Making

Person Responsible

Maria Piedrahita

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Technology offers teachers a broad range of tools to collect and analyze data, and richer sets of student data to guide instructional decisions.

Action Step 3 5

Conduct Training in differentiated instruction DI

Person Responsible

Maria Piedrahita

Schedule

On 6/5/2015

Evidence of Completion

Courses (pd's) completion certificates and master points.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The leadership team will be involved in monitoring the fidelity of the implementation of these strategies by conducting observations. The team will also check lesson plans to ensure that the teachers are providing evidence for their use of the strategies.

Person Responsible

Maria Piedrahita

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Daily classroom walk-throughs Informal and informal observations Teacher Lesson Plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The LLT will ensure the effectiveness of the strategies by analyzing student data to ensure students are making adequate progress.

Person Responsible

Maria Piedrahita

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Formative Assessment Results and District Interim Assessments

G2. The results of the 2014 FCAT Mathematics Test indicate that 22% of students achieved proficiency. If we increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in mathematics. 1

G049112

G2.B1 Target: FCAT 2.0 Level 3 The results of the 2014 FCAT Mathematics Test indicate that 21% of students scored a Level 3 proficiency. Our goal for the 2014-2015 school year is to increase the percentage of students scoring Level 3 proficiency in the 201 Statewide Assessment by 7 points to 28%. The area that would require students to improve performance based on the 2014 FCAT administration of the FCAT Mathematics test was Big Idea 2: Number (Fractions) 2

B127225

G2.B1.S1 •Students will use manipulatives, videos, realia to increase knowledge of identifying fractions
•Provide grade-level opportunities for students to develop problem solving processes through working in cooperative groups
•Students in small groups will be given targeted group instruction, addition support through teacher directed instruction, or differentiated math work using Mathletics
•Students will participate in after school tutoring, using Florida Standards, aligning to student's individual performance
•School wide focus calendar 4

S151915

Strategy Rationale

Using a hands-on approach to mathematics will make the acquisition of knowledge more tangible and relevant to students' lives.

Action Step 1 5

Teachers will provide students opportunities to identify a fraction, including fractions greater than one, using area, set and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, and identify an equivalent fraction, including fractions greater than one, using models.

Person Responsible

Maria Piedrahita

Schedule

Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Lesson plans, informal observations, Common Board configuration, student sample work

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration, MTSS RtI Leadership team will monitor classroom instruction for fidelity. Grade level meetings will allow the team to identify weaknesses in classes or specific groups of students, providing additional support.

Person Responsible

Maria Piedrahita

Schedule

On 6/5/2015

Evidence of Completion

Observation checklists, anecdotal records, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will monitor the effectiveness of strategies through classroom walk-throughs; data review of class assessments ensuring that progress is being made and, if required, make changes to instructional practices. Review and monitor progress as stated in Mathematics program.

Person Responsible

Ana Martinez

Schedule

Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion

G3. The results of the 2014 FCAT Writing 2.0 indicate that 11% students, in grade 4, scored a 3.5-6 level of proficiency. Our goal for the 2014-201 school year is to increase the percentage of students scoring proficiency on the Statewide Assessment in Writing by 10 points to 21%. If we increase students' ability to cite evidence from text through the use of reading for meaning strategies, then 21% of students will score at proficiency on the annual statewide Writing assessment. **1**

G049113

G3.B1 Instructional strategies, teachers' knowledge and skills, and student motivation. **2**

B124504

G3.B1.S1 Instructional Practices: •Language Arts teachers will follow a Writing program calendar where every second Tuesday of the month students will have to write to prompt. Testing guidelines will follow the current writing rubric. • Teachers will follow the Language Arts/Reading department's 30 Minute Writing Block Instructional Framework. Teachers will have an opening activity, will provide guided instruction in whole or small groups allow students time for individual practice and close with a brief review of what was learned in the lesson. • To exemplify great writing strategies, teachers will use opinion and argumentative exemplars provided by the district. • To assess writing, teachers and students will follow the Florida Standards Writing rubric. Students will be provided editing checklists and revising charts to track their writing. **4**

S136408

Strategy Rationale

By creating a regimen practice of writing students will be able to learn how to monitor and improve their own writing.

Action Step 1 **5**

Teachers will use a variety of key writing strategies where students will be effectively following the writing process and using small skill sets to improve their writing artifacts.

Person Responsible

Ana Martinez

Schedule

Daily, from 10/6/2014 to 6/5/2015

Evidence of Completion

Lesson plans, writing journals, instructional rounds notes.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

In order to monitor the fidelity of the implementation of the instruction strategies, the administration team and teachers will work collaboratively to share feedback in relation to observations, lesson plans and other writing skills noted.

Person Responsible

Maria Piedrahita

Schedule

Weekly, from 10/6/2014 to 12/19/2014

Evidence of Completion

Lesson plans, writing journals

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

In order to monitor effectiveness of the program, teachers will have monthly writing exams where students will be given one hour to complete a writing task. These monthly writing prompts will be graded and recorded on a individual spreadsheet which teachers will use to conference with children on their strengths and areas for improvement.

Person Responsible

Maria Piedrahita

Schedule

Weekly, from 10/6/2014 to 12/19/2014

Evidence of Completion

Lesson plans, writing journals, instructional rounds notes.

G4. Excelsior Language Academies' goal for the 2014-2015 school year is to increase the number of STEM learning opportunities for students. **1**

G049114

G4.B1 • The lowest performance as noted on the 2014 administration of the FCAT Science Test was Physical Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process. • The lowest performance as noted on the 2014 administration of the FCAT Science Test was Nature of Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process. Instructional strategies, assessment practices, and student motivation are other barriers experienced at Excelsior Language academy. **2**

B124615

G4.B1.S1 Provide extensive hands on opportunities to practice the Scientific method in Science journals that are guided by higher order thinking questions. • Implements the use of technology through learning tools such as Brainpop, The Happy Scientist and Discovery Education • Ensure that instruction includes teacher-demonstrated science laboratory experiments including virtual labs, that apply, analyze, and explain concepts related to matter, force, and motion • Provide in-house or field trip to provide students with real-world Science investigations • Weekly lab reports that follow the scientific method • School and district science fair **4**

S136527

Strategy Rationale

To provide students with multiple opportunities to utilize their scientific thinking skills on hands-on experiments and scenarios.

Action Step 1 **5**

Teachers will provide students will ample strategies and tools that will help maximize their students science learning experiences by incorporate a variety of technology, conducting frequent science labs, assigning student science journals, and weekly lab reports.

Person Responsible

Luis Cabello

Schedule

Biweekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Science lab reports, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

School leadership team will monitor the fidelity of the science strategies on a weekly basis through formal and informal observations, walk-throughs, lesson plans, monitoring of software programs and grade level team meeting minutes.

Person Responsible

Maria Piedrahita

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Lesson plans, observation checklists, science lab reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

To monitor effectiveness of the program, teachers and administrators will analyze science interim data to monitor student progress.

Person Responsible

Maria Piedrahita

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Classroom walkthrough logs; lesson plans

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The effectiveness of this strategy will be monitored by ongoing classroom assessments, classroom walk-throughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings. The data chats will encourage teachers to plan effective small group instruction based on the	Piedrahita, Maria	10/6/2014	Classroom walkthrough logs; reviews of debriefing conversations following walkthroughs and instructional	6/6/2015 weekly

Dade - 5029 - Excelsior Language Academy Of Hialeah - 2014-15 SIP
Excelsior Language Academy Of Hialeah

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students' needs as noted on the data collected. These meetings will be held quarterly to compare data growth and expectations monthly to help teachers plan effectively.				
G3.B1.S1.A1	Teachers will use a variety of key writing strategies where students will be effectively following the writing process and using small skill sets to improve their writing artifacts.	Martinez, Ana	10/6/2014	Lesson plans, writing journals, instructional rounds notes.	6/5/2015 daily
G4.B1.S1.A1	Teachers will provide students will ample strategies and tools that will help maximize their students science learning experiences by incorporate a variety of technology, conducting frequent science labs, assigning student science journals, and weekly lab reports.	Cabello, Luis	10/6/2014	Science lab reports, lesson plans	6/5/2015 biweekly
G2.B1.S1.A1	Teachers will provide students opportunities to identify a fraction, including fractions greater than one, using area, set and linear models, or vice versa, compare and order fractions, including fractions greater than one, using models and strategies, and identify an equivalent fraction, including fractions greater than one, using models.	Piedrahita, Maria	10/13/2014	Lesson plans, informal observations, Common Board configuration, student sample work	6/5/2015 weekly
G1.B1.S1.A2	Conduct Training in Educational Technology and Data Driven Decision Making	Piedrahita, Maria	10/6/2014	Technology offers teachers a broad range of tools to collect and analyze data, and richer sets of student data to guide instructional decisions.	6/5/2015 quarterly
G1.B1.S1.A3	Conduct Training in differentiated instruction DI	Piedrahita, Maria	10/6/2014	Courses (pd's) completion certificates and master points.	6/5/2015 one-time
G1.MA1	Principal sets the tone for the administration of assessments and use of assessment data in the school. District benchmark assessments, state, and standardized testing results are considered an integral part of the teaching-learning process and the primary means to monitor the goals of the school improvement plan.	Piedrahita, Maria	10/6/2014	Principal and instructional leaders understand and regularly use ongoing assessment results to examine student learning and teacher performance.	6/5/2015 weekly
G1.B1.S1.MA1	The LLT will ensure the effectiveness of the strategies by analyzing student data to ensure students are making adequate progress.	Piedrahita, Maria	10/6/2014	Formative Assessment Results and District Interim Assessments	6/5/2015 weekly
G1.B1.S1.MA1	The leadership team will be involved in monitoring the fidelity of the implementation of these strategies by conducting observations. The team will also check lesson plans to ensure that the teachers are providing evidence for their use of the strategies.	Piedrahita, Maria	10/6/2014	Daily classroom walk-throughs Informal and informal observations Teacher Lesson Plans.	6/5/2015 weekly
G2.MA1	Principal sets the tone for the administration of assessments and use of assessment data in the school. District benchmark assessments, state, and standardized testing results are considered an integral part of the teaching-learning process and the primary means to monitor the goals of the school improvement plan.	Piedrahita, Maria	10/6/2014	Biweekly benchmark assessments	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Administration will monitor the effectiveness of strategies through classroom walk-throughs; data review of class assessments ensuring that progress is being made and, if required, make changes to instructional practices. Review and monitor progress as stated in Mathematics program.	Martinez, Ana	10/13/2014		6/5/2015 weekly
G2.B1.S1.MA1	Administration, MTSS RtI Leadership team will monitor classroom instruction for fidelity. Grade level meetings will allow the team to identify weaknesses in classes or specific groups of students, providing additional support.	Piedrahita, Maria	10/13/2014	Observation checklists, anecdotal records, lesson plans	6/5/2015 one-time
G3.MA1	Teachers will administer monthly writing prompts to students. The prompts will alternate between opinion and argumentative. The testing mode will replicate that of the original writing exam to get students comfortable with the testing routines.	Piedrahita, Maria	10/6/2014	Lesson plans, student writing samples	6/5/2015 weekly
G3.B1.S1.MA1	In order to monitor effectiveness of the program, teachers will have monthly writing exams where students will be given one hour to complete a writing task. These monthly writing prompts will be graded and recorded on a individual spreadsheet which teachers will use to conference with children on their strengths and areas for improvement.	Piedrahita, Maria	10/6/2014	Lesson plans, writing journals, instructional rounds notes.	12/19/2014 weekly
G3.B1.S1.MA1	In order to monitor the fidelity of the implementation of the instruction strategies, the administration team and teachers will work collaboratively to share feedback in relation to observations, lesson plans and other writing skills noted.	Piedrahita, Maria	10/6/2014	Lesson plans, writing journals	12/19/2014 weekly
G4.MA1	To monitor effectiveness of the program, teachers and administrators will analyze science interim data to monitor student progress	Piedrahita, Maria	10/6/2014	District interim data and bi-weekly data	5/29/2015 monthly
G4.B1.S1.MA1	To monitor effectiveness of the program, teachers and administrators will analyze science interim data to monitor student progress.	Piedrahita, Maria	10/6/2014	Classroom walkthrough logs; lesson plans	6/5/2015 monthly
G4.B1.S1.MA1	School leadership team will monitor the fidelity of the science strategies on a weekly basis through formal and informal observations, walk-throughs, lesson plans, monitoring of software programs and grade level team meeting minutes.	Piedrahita, Maria	10/6/2014	Lesson plans, observation checklists, science lab reports	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The results of the 2014 FCAT Reading Test indicate that 44% of students achieved proficiency. If we increase students' comprehension of rigorous text through the use of reading for meaning strategies, then 69% of students will score at proficiency on the annual statewide Reading assessment.

G1.B1 Target: Subgroups not making AMO The results of the 2014 FCAT Test indicate that 43% of the Hispanic subgroup of our student population achieved proficiency. Our goal for the 2014-2015 school year is to increase the percentage of Hispanic students scoring proficiency on the Statewide Assessment by 7 points to 50%. Students in the Hispanic subgroups' 2014 FCAT performance data indicate that there is a deficiency in Reporting Category 1: Vocabulary [LA.3-5.1.6.6] Identify shades of meaning in related words.

G1.B1.S1 Students will use CRISS reading strategies will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar. • The students will utilize vocabulary with context clues, concept maps, use multiple meaning words, and interactive Word Walls. • Teachers will plan effective lessons using the grade-level and subject specific vocabulary words and will be reflected in the Instructional Focus Calendar. • The action steps that will be utilized in the classroom will be to provide pre-reading activities such as concept maps. Teachers will provide practice in determining the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area. •Students will be provided with opportunities to practice returning to the text to verify answers using context clues and close reading.

PD Opportunity 1

Conduct Training in Educational Technology and Data Driven Decision Making

Facilitator

MDCPS Professional Development Trainer, IT School Responsible

Participants

All teachers

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

PD Opportunity 2

Conduct Training in differentiated instruction DI

Facilitator

Participants

Schedule

On 6/5/2015

G4. Excelsior Language Academies' goal for the 2014-2015 school year is to increase the number of STEM learning opportunities for students.

G4.B1 • The lowest performance as noted on the 2014 administration of the FCAT Science Test was Physical Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process. • The lowest performance as noted on the 2014 administration of the FCAT Science Test was Nature of Science. The anticipated barrier in increasing performance is that students lack the necessary knowledge and/or ability to use the scientific process. Instructional strategies, assessment practices, and student motivation are other barriers experienced at Excelsior Language academy.

G4.B1.S1 Provide extensive hands on opportunities to practice the Scientific method in Science journals that are guided by higher order thinking questions. • Implements the use of technology through learning tools such as Brainpop, The Happy Scientist and Discovery Education • Ensure that instruction includes teacher-demonstrated science laboratory experiments including virtual labs, that apply, analyze, and explain concepts related to matter, force, and motion • Provide in-house or field trip to provide students with real-world Science investigations • Weekly lab reports that follow the scientific method • School and district science fair

PD Opportunity 1

Teachers will provide students will ample strategies and tools that will help maximize their students science learning experiences by incorporate a variety of technology, conducting frequent science labs, assigning student science journals, and weekly lab reports.

Facilitator

Piedrahita, Maria

Participants

All Teachers and parents

Schedule

Biweekly, from 10/6/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.