

Miami-Dade County Public Schools

ALPHA CHARTER OF EXCELLENCE (ACE)



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Alpha Charter of Excellence is to inspire all children to a life-long love of learning, excellence and academic success by maximizing student achievement through service learning activities and projects in a safe, nurturing and a Micro society environment.

Provide the school's vision statement

The vision is to provide a quality education to all students and prepare them to compete in the global economy through the collaborative efforts of administrators, teachers, parents and the community.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Isabel Navas

929806@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

ACE Principal oversees the daily activities and operations within the school. The main duties include disciplining or advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members. Duties and Responsibilities are as follows:

1. Ensure that academic policies and curriculum are followed
2. Develop and track benchmarks for measuring institutional success

3. Mentor, Support and Assist teachers maximize their teaching potential
4. Meet and listen to concerns of students / parents and stakeholders on a regular basis
5. Encourage, guide and motivate leaders, stakeholders and teachers
6. Meeting with all stakeholders during the school year monitoring progress, data and overall school operations
7. Enforce discipline and safety (Nurturing and Safe School Environment)

Leadership Team Member #2

Employee's Name

Jahira Tide

952190@dadeschools.net

Position Title

Curriculum Specialist / Teacher

Job Duties and Responsibilities

The Curriculum Coach will direct instructional services related to mathematics, science and social studies for students and provide technical assistance to teachers implementing the Comprehensive Plan at the school level. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based mathematics, science and social studies instruction.

Duties and Responsibilities:

1. Assist with the coordination and implementation of the District Plan in Mathematics, Science and Social Studies Curriculum and state standards
2. Utilize the coaching model (planning, demonstrating, providing feedback) with teachers at the school site
3. Assists administration and classroom teachers in the interpretation of student assessment data and provide data chats
4. Facilitate learning teams through common planning
5. Participate in professional development and shares the content with school site personnel
6. Plan and implement a professional development schedule and provides site based professional development in math, science and social studies content, instructional strategies, literacy, and technology to staff that is aligned to the needs of students based upon student assessment data
7. Perform other duties comparable to the above, as these duties describe only the typical, primary features of the job.

Leadership Team Member #3

Employee's Name

Maria Cuadra

927032@dadeschools.net

Position Title

ELL Compliance Specialist

Job Duties and Responsibilities

ACE ELL Compliance Coordinator is responsible for the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL Program protocols and procedures.

Duties and Responsibilities:

1. Disseminate and receive information related to English Language Development
2. Plan and implement activities and/or special events
3. Address operational issues related to the role as coordinator of ELL activities at each school site
4. Provide and make recommendations of expenditures for activities, equipment, and supplies that enhance the school programs
5. Serve as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience
6. Monitor and supervise a team of teachers who collaborate with staff to plan for ELL Students, individualized instruction and monitor data
7. Work together creatively to accommodate special needs, diversity and educational backgrounds of the students
8. Comply with MDCPS ELL District guidelines.

Leadership Team Member #4

Employee's Name

Mabel Trujillo

934297@dadeschools.net

Position Title

Reading Coach

Job Duties and Responsibilities

The Reading Coach will direct instructional services related to literacy for students and provide technical assistance to teachers implementing the K-12 Comprehensive Research-based Reading Plan (CRRP) at the school level. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based literacy instruction. The Reading Coach plays a pivotal role in the success of the school's reading plan.

Duties and Responsibilities:

1. Assist with the coordination and implementation of the K-12 Comprehensive Research based

Reading Plan

2. Utilize the coaching model (planning, demonstrating, providing feedback) with teachers at the school site
3. Provide site based professional development to staff that is aligned to the needs of students based upon student assessment data
4. Assist administration and classroom teachers in the interpretation of student assessment data
5. Assist in coordinating and monitoring intervention services to identified students
6. Participate in professional development and shares the content with school site personnel
7. Plan and implement professional development schedule to includes topics such as but not limited to: the five essential elements of reading, the effective utilization of research based reading materials, the effective implementation of differentiated instruction, the implementation of professional study groups, analyzing and utilizing student assessment data
8. Perform other duties comparable to the above, as these duties describe only the typical, primary features of the job.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. All stakeholders are present in meetings to discuss the SIP and improve our process and procedures.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored after every FAST assessment completed. The school will monitor

proficiency levels as well as learning gains. Intervention schedules will be created with the data collected by these assessments.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	89.1%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: C 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	29	35	30	50	36	46				226
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment					11	18				29
Level 1 on statewide Math assessment					8	14				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		15	19	38	11	18				101
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	3	9	8	14				36

Current Year 2026-27

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	11	33	27	0	13	28				112

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				12						12
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	37	36	42	51	49	35				250
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				11	10	10				31
Level 1 on statewide Math assessment				12	17	9				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		10	10	37						57
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	6	20						28

Prior Year (2025-26) As Last Reported (pre-populated)

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		12	16	42	27	19				116

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				11						11
Students retained two or more times				3						3

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	38	67	62	37	65	59	34	63	57
Grade 3 ELA Achievement	28	67	61	25	65	59	36	63	58
ELA Learning Gains	57	66	63	48	65	60	53	64	60
ELA Lowest 25th Percentile	59	61	58	55	62	56	63	62	57
Math Achievement*	45	74	66	38	72	64	39	69	62
Math Learning Gains	62	65	64	46	66	63	45	65	62
Math Lowest 25th Percentile	68	55	50	60	59	51	43	58	52
Science Achievement	45	63	62	26	63	58	26	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	63		64	61

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						ATSI
OVERALL FPPI – All Students						50%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						1
Total Points Earned for the FPPI						402
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
50%	44%	45%	40%	47%	43%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	40%	Yes	5	
English Language Learners	52%	No		
Hispanic Students	50%	No		
Economically Disadvantaged Students	50%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	38%	28%	57%	59%	45%	62%	68%	45%					
Students With Disabilities	25%		53%		30%	53%							
English Language Learners	38%	28%	56%	59%	47%	66%	70%	54%					
Hispanic Students	38%	29%	57%	59%	45%	62%	68%	45%					
Economically Disadvantaged Students	38%	32%	56%	60%	48%	61%	62%	43%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	37%	25%	48%	55%	38%	46%	60%	26%					65%
Students With Disabilities	11%	0%	38%		32%	63%							58%
English Language Learners	39%	26%	47%	50%	38%	49%	63%	24%					65%
Hispanic Students	37%	25%	48%	55%	38%	46%	60%	26%					65%
Economically Disadvantaged Students	35%	27%	43%	71%	36%	43%	58%	26%					66%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	34%	36%	53%	63%	39%	45%	43%	26%					69%
Students With Disabilities	4%	9%	60%		13%	33%							76%
English Language Learners	32%	33%	53%	60%	37%	43%	40%	16%					69%
Hispanic Students	34%	36%	52%	63%	39%	44%	41%	26%					69%

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	24%	64%	-40%	60%	-36%
ELA	4	28%	64%	-36%	60%	-32%
ELA	5	56%	65%	-9%	61%	-5%
Math	3	31%	72%	-41%	66%	-35%
Math	4	48%	71%	-23%	65%	-17%
Math	5	50%	67%	-17%	62%	-12%
Science	5	42%	59%	-17%	60%	-18%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component showing the most improvement was math and science. Mathematics increased from a 38% in 2024-2025 to a 45% in 2025 to 2026, a 7% increase. This improvement was achieved by push in and pull out intervention support system. Teachers used IXL as part of classroom instructions to provide targeted practice, while monitoring students progress and identifying skills that required additional reinforcement. It was implemented as a mandatory daily classroom instructional resource for skill development. Additional math intervention pull out during class allowed the reinforcement of math skills. Furthermore, the school provides Title III tutoring program to enhance the instructional environment.

Lowest Performance

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

The data component with the lowest performance for 2025-2026 was third grade reading with 28%, from last years 25%. Although it was a 3% increase the overall performance remains low. Most students at the school are English Language Learners, who often face challenges in overcoming language barriers. Complex vocabulary, technical terms, and academic language make it difficult for ESOL students to achieve comprehension. Although these language barriers continue to contribute to low performance, the school will continue providing targeted reading instruction, vocabulary development and differentiated support to improve student achievement.

Greatest Decline

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

There was no decline shown in the data component, however the achievement percentage increased by three percent from last year. From 25% in the 2024-2025 school year to 28% in the 2025-2026 school year. Most students in the school are English Language Learners and struggle with content vocabulary. Additionally, the students lacked reading fluency and vocabulary which have contributed to difficulties in comprehending texts.

Greatest Gap

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.

For the 2025-2026 school year the greatest gap identified was reading proficiency. The third grade students demonstrated a reading proficiency rate of 28 %, while the overall proficiency rate for third to fifth grade students was 38%. The state reading proficiency rate was 67% and Alpha Charter of Excellence performed at a 38% resulting in a 29% percentage point achievement gap. The factors that contributed to this gap was students reading skills that are below grade level, vocabulary development and language barriers among English Language Learners.

EWS Areas of Concern

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

A potential area of concern from the EWS data are students who scored a Level 1 in the 2025-2026 ELA FAST Assessment. Another area of concern are the number of students who scored a level 1 in the 2025-2026 Math FAST Assessment.

Highest Priorities

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

The highest priority for the 2026-2027 school improvement is providing professional development to our staff, focusing on differentiated instruction to ensure the implementation of Reading/Language Arts, Math, and Science programs with fidelity. In addition, fostering parental involvement through Parent Academies and teacher-parent informational workshops. As well as mentoring teachers with intervention and ensuring that the intervention are done with fidelity.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025-2026, 3rd - 5th grade FAST PM3 data, 38% of students were proficient in ELA as compared to 2024-2025 FAST PM3 data of 37%. Based on the data and identified contributing factors of a large population of ESOL students there was a 1% increase from 2024-2025, PM3 to 2025-2026 PM3. Student readiness levels continue to limit the ability to master grade-level tasks, therefore we will continue to focus on differentiation in Language Arts to address this critical need.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of differentiation and intervention, 3rd-5th grade students will increase proficiency level in Language Arts by 3 percentage points from an average of 38% to an average of 40% as measured by the 2026-2027 FAST ELA PM3 state assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data, and follow up with regular walkthroughs to ensure differentiation is aligned with the latest data. The principal and curriculum specialist will conduct walkthroughs and review lesson plans to ensure targeted and differentiated instruction is taking place. The interventionist and intervention time will be adjusted to facilitate effective monitoring of the intervention program. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to students who are not showing growth on Ongoing Progress Monitoring.

Person responsible for monitoring outcome

Ms. Tide

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our school will focus on the evidence-based strategy of Differentiated Instruction. Differentiated Instruction will assist in accelerating the learning gains of our 3rd -5th grade students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include ongoing progress monitoring. Intervention will be guided and implemented with fidelity with additional online resources with a new reading intervention program called Voyager Passport, I-ready for k-3rd grade and IXL 3rd-5th grade.

Rationale:

Differentiated instruction is a framework that can be implemented across subjects, allowing teachers to incorporate various strategies in their classrooms to meet the personalized educational needs of all students, regardless of their subgroup. Research demonstrates that this approach helps to reduce the achievement gap.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Walkthroughs- Differentiation

Person Monitoring:

Jahira Tide (952190@dadeschools.net)

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To address differentiation in ELA, the reading coach will conduct weekly walkthroughs. These walkthroughs, along with those completed by the leadership team, will gather informal evidence of standards-based instruction and desired student outcomes. This information will be used to provide targeted support to teachers, enhancing the effectiveness of differentiated instruction in ELA. As well as analyzing the F.A.S.T data to ensure that intervention is effective.

Action Step #2

Coaching Support- Differentiation

Person Monitoring:

Jahira Tide (952190 @dadeschools.net)

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To address differentiation in ELA, teachers will develop lesson plans tailored to meet students' individual needs inclusive of all subgroups. This will result in the creation of student groups, the

selection of appropriate resources, and lesson plans that incorporate differentiation in both whole group and small-group instruction.

Action Step #3

ESOL Support-Differentiation

Person Monitoring:

Maria Cuadra (927032@dadeschools.net)

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To address differentiation in ELA, the ESOL Liaison will guide teachers in accessing and interpreting student profiles on Voyager platform, which include language proficiency levels, academic performance, and other relevant data. Teachers will then infuse appropriate differentiation strategies to provide language support in ELA and across all content areas.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025-2026, 3rd - 5th grade FAST PM3 data, 45% of students were proficient in Mathematics as compared to 2024-2025 FAST PM3 data of 38%. Based on the data and identified contributing factors of a large population of ESOL students there was a 7% increase from 2024-2025. Although student's lack of mastery of the foundational skills limit the ability to master grade-level tasks, the measurable outcome of 45% proficiency exceeded the 41% expected outcome by 4% points, demonstrating meaningful progress. We will continue to focus on differentiation and on Ongoing Progress Monitoring in Mathematics to address critical needs.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of differentiation and Ongoing Progress Monitoring, 3rd-5th grade will increase proficiency in Mathematics by 3 percentage points from an average of 45% to an average of 48% as measured by the 2026-2027 FAST Math PM3 state assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data, and

follow up with regular walkthroughs to ensure differentiation is aligned with the latest data. The principal will conduct walkthroughs and review lesson plans to ensure targeted and differentiated instruction is taking place. The hourly teacher and intervention time will be adjusted to facilitate effective monitoring of the intervention program. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to students who are not showing growth on Ongoing Progress Monitoring.

Person responsible for monitoring outcome

Jahira Tide (952190@dadeschools.net)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our school will focus on the evidence-based strategy of Differentiated Instruction. Differentiated Instruction will assist in accelerating the learning gains of our 3rd -5th grade students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include ongoing progress monitoring. Also the Concrete Representational and Abstract Model where teachers will use multiple representation of concepts such as manipulatives, pictorials, then numerals. All teachers will have access to Math resources for interactive math journals, math vocabulary cards, lessons for bell ringers and small differentiated instruction.

Rationale:

Differentiated instruction is a framework that can be implemented across subjects, allowing teachers to incorporate various strategies in their classrooms to meet the personalized educational needs of all students, regardless of their subgroup. Research demonstrates that this approach helps to reduce the achievement gap.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Walkthroughs- Differentiation

Person Monitoring:

Jahira Tide (952190@dadeschools.net)

By When/Frequency:

bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To address differentiation in Mathematics, the principal will conduct weekly walkthroughs. These walkthroughs, along with those completed by the leadership team, will gather informal evidence of standards-based instruction and desired student outcomes. This information will be used to provide targeted support to teachers, enhancing the effectiveness of differentiated instruction in Math. Curriculum Specialist will ensure educators know about the resources such as math I-Ready Tool.

Action Step #2

Curriculum Support- Differentiation

Person Monitoring:

Jahira Tide (952190@dadeschools.net)

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To address differentiation and the Ongoing Progress Monitoring in Mathematics, monthly Collaborative Planning meetings organized by grade/department lead teachers will take place. As a result, teachers will come together and consult with colleagues, share research-based strategies presented in district, in house and/or Beacon professional developments. As a result teachers will develop focused and rigorous lessons tailored to meet students' individual needs inclusive of all subgroups. This will result in the creation of student groups, the selection of appropriate resources, and lesson plans that incorporate differentiation in both whole-group and small-group instruction.

Action Step #3

ESOL Support-Differentiation

Person Monitoring:

Maria Cuadra (927032@dadeschools.net)

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To address differentiation in ELA, the ESOL Liaison will guide teachers in accessing and interpreting student profiles on IXL, which include language proficiency levels, academic performance, and other relevant data. Teachers will use this information to identify individual students needs and implement appropriate differentiation strategies to provide language support across all content areas.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025-2026, 5th grade Science data, 45% of students were satisfactory, compared to 26% in 2024-2025. The increase of 19% surpassed the expected outcome of 29% demonstrating significant academic growth. Although student readiness levels limit the ability to master grade-level tasks, we will continue to focus on differentiation and hands on learning to address this critical need.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of differentiation and hands-on learning, 5th grade will increase satisfactory or higher proficiency in Science by 3 percentage points from an average of 45% to an average of 48% as measured by the 2026-2027 Science state assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data, and follow up with regular walkthroughs to ensure differentiation is aligned with the latest data. The principal will conduct walkthroughs and review lesson plans to ensure targeted and differentiated instruction is taking place. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome

Jahira Tide (952190@dadeschools.net)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our school will focus on the evidence-based strategy of Differentiated Instruction. Differentiated Instruction will assist in accelerating the learning gains of our 5th grade students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to guide instructional planning, support data driven conversations, and provide ongoing progress monitoring. Educators will use IXL for targeted practice in science, reinforce skills and track progress.

Rationale:

Differentiated instruction is a framework that can be implemented across subjects, allowing teachers to incorporate various strategies in their classrooms to meet the personalized educational needs of all students, regardless of their subgroup. Research demonstrates that this approach helps to reduce the achievement gap.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Walkthrough-Differentiation

Person Monitoring:

Jahira Tide (952190@dadeschools.net)

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To address differentiation in Science, Ms. Jahira Tide will conduct weekly walkthroughs. These walkthroughs, along with those completed by the leadership team, will gather informal evidence of standards-based instruction and desired student outcomes. This information will be used to provide targeted support to teachers, enhancing the effectiveness of differentiated instruction in Science.

Action Step #2

Curriculum Support- Differentiation

Person Monitoring:

Jahira Tide (952190@dadeschools.net)

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To address differentiation in Science, teachers will develop lesson plans tailored to meet students' individual needs inclusive of all subgroups. This will result in the creation of student groups, the selection of appropriate resources and lesson plans that incorporate differentiation and hands-on learning in the science lab, in both whole-group and small-group instruction. As well as IXL platform for classroom instructions, targeted practice, and ongoing progress monitoring to identify students needs and provide additional support.

Action Step #3

ESOL Support- Differentiation

Person Monitoring:

Maria Cuadra (927032@dadeschools.net)

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To address differentiation in Science, the ESOL Liaison will guide teachers in implementing the correct strategies to support students based on their ESOL levels and academic needs. Teachers will use IXL to provide targeted practice and monitor students progress. In addition, hands on experiences in the science lab and interactive science journals will help students strengthen their understanding.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

The teacher retention and recruitment needs improvement due to high cost of living and house in Miami Dade County. Increasing housing in rent and property cost can make it difficult for teachers. Continued support will be provided for teacher retention including supportive work environment and professional development opportunities.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The school will host professional development training days to address the following:

1. Classroom Procedures and Best Practices
2. Gradebook Reporting
3. ESOL Strategies and Resources

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The principal will schedule the Professional Development Courses at the beginning of the school year. My Learning Plan and Beacon will be monitored for compliance. Also, sign in sheets will be evident. The school has hired one new teacher this school year due to teacher turn over. The administration of the school has hired a contracting service vendor to provide the following services to our teachers:

1. Assist with state and district assessments.
2. Monitor student data and academic performance, provide data chats with teachers and drive instruction.
3. Utilize coaching model to assist teachers in planning, demonstrating lessons and providing relevant feedback.
4. Provide guidance, advise and assist them in classroom instruction.

Person responsible for monitoring outcome

Jahira Tide (952190@dadeschools.net)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will have designated time for common planning, professional development training, and data discussions with coaches. Sign-in sheets and documentation of collaboration between coaches

and teachers will be maintained. Interventions will include, but are not limited to Fostering an overall positive cultural environment; Building personal connections with staff members; Organizing collaborative meetings for teachers to share their thoughts and suggestions; Offering classroom support to teachers; Providing professional development sessions followed by monitoring visits for ongoing support.

Rationale:

The school aims to maintain a high-quality staff. However, the teacher shortage in Florida has significantly impacted our school due to our small size. These strategies will offer relief to teachers who are experiencing exhaustion and salary challenges. The school administration is committed to providing support, ensuring sustainability, and fostering a positive culture throughout the school.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strengthen Teacher Support

Person Monitoring:

Coaches

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school has hired coaches and a curricular coach to support the Continuous Mentorship Program. Foster teacher leadership by assigning lead roles and responsibilities to experienced educators. Assisted teachers during common planning sessions. Conducted administrative walkthroughs, feedback sessions, and discussions. Engaged in conversations with teachers to understand their classroom and personal needs. Implemented a competitive teacher salary structure and increased the 401K contribution percentage. Allocated referendum funds effectively.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The school Improvement Plan will be available for parents in English and Spanish in the school's website which is www.alphacharterschool.com. The SIP Plan will be discussed in EESAC meetings throughout the school year. In addition, the SIP plan will be reviewed with our parents during Title I Annual Meeting. Finally, review and approval of the SIP Plan will be provided in EESAC meeting and Board Of Directors Meeting.

Initial meeting to discuss the SIP Plan will be provided Board Of Directors Meeting August 7th and EESAC Meeting September 10th. The school will provide translation as needed. The school will review and explain the SIP Plan, its goals, and how families can get involved. The school will continue to monitor the SIP progress and discuss throughout the EESAC regular scheduled meetings. Feedback from stakeholders will be provided through the Title I Survey.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://alphacharterschool.com/>

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school plans to strengthen the academic program by offering title III tutoring to provide additional academic support for students. In addition, ACE partners with CNC that provides a children's trust funded after school program to students in the school. CNC is an afterschool program that will take place in this school for targeted support, family engagement, social emotional learning, extracurricular activities and academic enrichment to help students meet state and local achievement standards.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This plan is developed by collaborations with project upstart that supports the academic needs of students living in unstable housing. Morning star is a vendor that provides mental health services to children and families, counseling from Shamim Rashid which is our school counselor. The school has support from Florida Heiken, a Children's Vision Program that provides comprehensive eye exams and glasses if necessary for no cost.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school ensures counseling by qualified counselors assisting students with social, emotional skills and behaviors. For mental health services we partner with Morning Star where mental health professional counsels students and families. They assist in strategies to improve attendance, grades, emotional support and mentoring services.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Professional learning for teachers include consistent data chats to examine test results and adjust instruction. Assisting with intervention to ensure fidelity that will lead to academic improvement. Also coaching/ monitoring and professional development courses on specific teaching strategy and curriculum instruction such as Voyager for reading intervention.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning for teachers include consistent data chats to examine test results and adjust

instruction. Assisting with intervention to ensure fidelity that will lead to academic improvement. Also coaching/ monitoring and professional development courses on specific teaching strategy and curriculum instruction such as Voyager for reading intervention.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

To assist with preschool transition to higher school programs, we partnership with with CNC Daycare which help students become familiar with kindergarten. We also provide annually kindergarten orientation for parents in May.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Students with Disability/ESE: The School has implemented an intervention program with an ESE teacher to address the academic needs of the SWD/ESE in a small group environment. The school leadership team and administration will monitor the progress through FAST assessments and progress monitoring with IXL and bi-weekly assessments. ESE teacher will collaborate with teachers both inside and outside the classrooms to ensure that instructional strategies and intervention are aligned with students individual needs. Teachers will implement DI within Reading and Mathematics classes and SWD/ESE students will receive targeted support through Teacher Led Center. Reading strategies will be implemented across the curriculum to strengthen students literacy skills. Extended learning opportunities will be provided to offer additional academic support, tutoring and enrichment activities.

The following evidence based intervention will be provided with students throughout the all subjects: Concept-Oriented Reading Instruction (CORI).

Contextual Processing.

Conferencing.

Anchor Charts.

Annotating Text and Summarization.

Making Text Connections Before, During, and After (BDA) Reading Strategies.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The identified specific resources will be used are:

1. Voyager
2. I-ready Diagnostic, IXL Reading, Science and Math Supplemental Activities
3. Reading Strategies across Curriculum
4. Imagine Learning for Language Acquisition Support Rationale

These resources will be used to determine if the student are making progress throughout the school year. Data from the FAST Assessments, IXL comprehensive reports, I-Ready Diagnostic data results and Performance Matters Assessments will be used to view student progress. The FAST

Assessments will be administered three times during the school year (PM1, PM2 and PM3). The I-ready Progress Monitoring will be administered twice (AP1 and AP2).

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00