

Miami-Dade County Public Schools

Alpha Charter Of Excellence School



2023-24

Schoolwide Improvement Plan (SIP)

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Alpha Charter Of Excellence

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School Board Approval

This plan was approved by the Dade County School Board on 7/27/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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 Microsociety 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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Navas, Isabel	Principal	<p>ACE Principal oversees the daily activities and operations within a 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.</p> <p>Duties and Responsibilities: Ensuring that academic policies and curriculum are followed; Developing and tracking benchmarks for measuring institutional success; Helping teachers maximize their teaching potential; Meeting and listening to concerns of students on a regular basis; Encouraging, guiding and assisting student leaders and teachers; Meeting with parents and administrators on a regular basis for problem resolution; Enforcing discipline when necessary; Providing an atmosphere free of any bias in which students can achieve their maximum potential,</p>
Cuadra, Maria	ELL Compliance Specialist	<p>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.</p> <p>Duties and Responsibilities: Disseminate and receive information related to English Language Development; planning and implementing activities and/or special events; Address operational issues related to the role as coordinator of ELL activities at each school site; Provide and make recommendations of expenditures for activities, equipment, and supplies that enhance the school programs; Serve as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience; Monitors and supervises a team of teachers who collaborate with staff to co-plan, co-deliver, and individualize instruction for all students in a class; Work together creatively to accommodate special needs, diversity and educational backgrounds of the students; Comply with MDCPS ELL District guidelines.</p>
Trujillo, Mabel	Instructional Coach	<p>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.</p> <p>Duties and Responsibilities:</p>

Name	Position Title	Job Duties and Responsibilities
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Assists with the coordination and implementation of the K-12 Comprehensive Researchbased Reading Plan;
 Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site;
 Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data;
 Assists administration and classroom teachers in the interpretation of student assessment data;
 Assists in coordinating and monitoring intervention services to identified students;
 Participates in professional development and shares the content with schoolsite personnel;
 Plans and implements a professional development schedule to includes topics such as but not limited to: the five essential elements of reading, the effective utilization of researchbased reading materials, the effective implementation of differentiated instruction, the implementation of professional study groups, analyzing and utilizing student assessment data;
 Performs other duties comparable to the above, as these duties describe only the typical, primary features of the job.

Stakeholder Involvement and SIP Development

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

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

The 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.

SIP Monitoring

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

The 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.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	5	5	4	3	2	0	0	0	19
One or more suspensions	1	0	0	0	0	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	3	2	0	1	3	0	0	0	9
Course failure in Math	0	3	2	5	1	8	0	0	0	19
Level 1 on statewide ELA assessment	0	3	2	7	1	7	0	0	0	20
Level 1 on statewide Math assessment	0	3	2	7	2	9	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	13	24	8	29	0	0	0	94

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	5	4	3	8	0	0	0	22

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	15	0	0	0	0	0	15
Students retained two or more times	0	0	0	8	0	0	0	0	0	8

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	16	4	24	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	28	10	26	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	16	4	24	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	28	10	26	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	38	62	56	48	62	57
ELA Learning Gains	53	69	61	57	62	58
ELA Lowest 25th Percentile	50	60	52	61	58	53
Math Achievement*	40	64	60	51	69	63
Math Learning Gains	53	71	64	64	66	62
Math Lowest 25th Percentile	50	66	55	56	55	51

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*	26	53	51	45	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	62			67		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	46			
AMI				
ASN				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
BLK				
HSP	46			
MUL				
PAC				
WHT				
FRL	46			

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	53	50	40	53	50	26					62
SWD	7	50		7	50							53
ELL	38	53	50	42	53	52	21					62
AMI												
ASN												
BLK												
HSP	38	52	50	41	52	50	26					62
MUL												
PAC												
WHT												
FRL	38	52	50	40	52	50	26					62

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	38	57	67	28	31	43	30					51
SWD												20
ELL	37	53	62	28	32	43	28					51

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP	38	56	67	28	32	43	29					51
MUL												
PAC												
WHT												
FRL	37	55	67	29	31	38	28					50

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	48	57	61	51	64	56	45					67
SWD												
ELL	44	54	59	51	63	56	43					67
AMI												
ASN												
BLK												
HSP	47	57	61	51	64	56	45					67
MUL												
PAC												
WHT												
FRL	47	56	61	51	64	56	45					67

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	56%	5%	54%	7%
04	2023 - Spring	33%	58%	-25%	58%	-25%
03	2023 - Spring	23%	52%	-29%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	28%	63%	-35%	59%	-31%
04	2023 - Spring	46%	64%	-18%	61%	-15%
05	2023 - Spring	35%	58%	-23%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	50%	-7%	51%	-8%

III. Planning for Improvement

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

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

The lowest performance in the FAST assessment was in Reading Proficiency. Large population of our students are English Language Learners and have recently come from another country. English is not the main language at home. Students need to improve their phonemic awareness in order to be successful in the reading instruction. Once the students understand the phonics and vocabulary, the overall reading comprehension will improve.

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

The greatest decline from prior year was the Math proficiency level. It dropped from 40% to 35%. Most of the students in the school are English Language Learners. They are struggling with math word problems and vocabulary skills.

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.

The greatest gap when compared to the state average was in Reading. Students are struggling with phonics and vocabulary skills. Teachers are providing basic foundational literacy skills in the classroom.

In addition, students testing in the computer for the first time last school year. The students struggled with computer skills.

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

The school really improved in Science Proficiency. The overall proficiency increased from 26% in 2021-2022 school year to 43% in the 2022-2023 school year. The school provided hands on activities and labs for better understanding of the science topics. Using online resources and software has assisted teachers in better comprehension of science topics.

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

Students attending school regularly is also a challenge. Students that come from other countries are not mandated to go to school. Therefore, the school and administrative team have to educate parents on the importance of school attendance and how it affects their overall education.

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

- Improve Learning Gains in Reading
- Improve Learning Gains in Math
- Improve Attendance

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

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

Based on the teacher turn over during the school year 2022-2023, the school is focused on teacher retention.

After the pandemic, teachers are leaving the profession, leaving their current school to other types of educational settings, or retiring. Teachers are feeling overwhelmed in the profession. It is imperative to support and provide teachers with all their needs as well. Many teachers arriving to charter school have only worked in Private school setting, therefore, administration will provide opportunities for professional development, mentorship and support all year round.

Measurable Outcome:

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

With leadership support and mentoring program, 85% of the teachers will be retained for the entire school year 2023-2024. The school will be creating facilitation support to teachers and providing opportunities for collaboration with colleagues to deepen skills and close the achievement gap of students.

Monitoring:

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

The leadership team and administrator will schedule 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 six new teachers 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:

Isabel Navas (929806@dadeschools.net)

Evidence-based Intervention:

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

Teachers will have common planning time, professional development trainings and data chats with coaches. Sign in sheets and collaboration with coaches and teachers will be documented. Intervention include but not limited to: overall positive culture environment, connect with staff members in a personal level, provide teachers to share their thoughts and provide suggestions, give support to teachers in the classroom, provide professional development sessions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Last school year, the school had many teachers leaving the school due to different reasons. The teacher shortage in Florida has really affected our school due to our small environment. These strategies will provide comfort to those teachers that are growing exhaustion and experiencing salary issues. The administration of the school is working on providing support, sustainability and providing a positive culture all around.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The school has:

Hired Coaches and Academic Vendors to assist with the area focus

Continous Mentorship Program

Assist teachers during Common Planning

Administration Walkthroughs, chats and feedback

Discussions with teachers to understand the need in the classroom and personal level

Implement Teacher Salary Competitive Salary

Allocate Referendum Funds for higher Salary

Person Responsible: Isabel Navas (929806@dadeschools.net)

By When: June 2024

#2. Instructional Practice specifically relating to Coaching**Area of Focus Description and Rationale:**

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

Instructional coaches provide teachers with individualized support. The support given can be modified to fit the teacher's specific needs and goals. This approach allows coaches to focus on the specific areas where the teacher needs improvement. As a result, teachers receive feedback that meets their individual needs and goals. This approach allows our ACE Coaches to focus on the specific areas where the teachers need improvement.

Measurable Outcome:

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

Iready Reading and Math Assessments
FAST State Assessments
Science Topic Assessments and Quarterly Tests

Monitoring:

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

Through Coach and Teacher collaboration. Coaches will have a schedule where they meet with teachers weekly to assist them with their needs.

Person responsible for monitoring outcome:

Mabel Trujillo (934297@dadeschools.net)

Evidence-based Intervention:

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

N/A

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

N/A

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Walkthrough
Action Plan
Common Planning
Data Chats
RTI Monitoring
Meetings

Person Responsible: Mabel Trujillo (934297@dadeschools.net)

By When: June 2024

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Based on our 2022-2023 FAST proficiency level being low, the school will focus on differentiation instruction in the learning environment. Also, the school will address the student's academic needs in DI centers.

Measurable Outcome:

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

According to our 2023 FAST Assessment, the ELA proficiency data is 34% and the math proficiency data is 35%. Based on the successful implementation of differentiation of instruction with our SWD students, our SWD the proficiency for Reading will increase 3% (from 34% to 37%) and Math from (from 35% to 38%) as measured by the 2024 FAST Assessment.

Monitoring:

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

The leadership team will conduct data chats with teachers and adjust groups based on current real data. A follow up walkthrough to ensure that DI activities and lessons are being implemented will also be done with fidelity. Administrator will also conduct walkthroughs and review lesson plans to ensure the DI instruction is taking place. Our ESE support staff will also pull out SDW students in small groups during special area classes. The data will be analyzed to ensure these students are demonstrating growth as well as remediated standards. The school also has extended learning instructional minutes to provide opportunities for these students to show growth.

Person responsible for monitoring outcome:

Mabel Trujillo (934297@dadeschools.net)

Evidence-based Intervention:

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

Reading Wonder Works, and the Iready Supplemental activities will be provided to those students identified.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The targeted element of DI will focus on evidence based strategies of Differentiation and meet the instructional needs of the students. Data driven instruction will be monitored through data chats and reports.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

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

According to our ELL population, 73% of our students are English Language Learners. The ELL students are learning English as a second language; therefore, they are deficient in Reading. It has been proved that aligning instruction to state standards and providing ELL strategies in the classroom is very effective in the elementary grades. Classroom instruction and reading classes will address this critical need.

Measurable Outcome:

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

The school will provide and implement standards-aligned instruction and ELL strategies to our K- 5 students. This measurable outcome will be achieved by increasing the ELA Proficiency percentage by 3% from an average of 34% to 37% as evidenced by the 2024 FAST Assessment.

Monitoring:

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

The area focus will be monitored by the Leadership Team conducting data debriefing meetings to analyze intervention rosters and data in order to adjust/align instruction / ELL Strategies that individualizes instruction.

Administrator will conduct walkthroughs and review lesson plans to ensure the targeted benchmark is being taught. Instructional Coaches will also be providing intervention pull out groups to assist with the overall proficiency %.

Person responsible for monitoring outcome:

Mabel Trujillo (934297@dadeschools.net)

Evidence-based Intervention:

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

The targeted standard aligned instruction will ensure the students have the essential knowledge and skills for mastery of grade level expectancy. ELL strategies will be evident during intervention program. Students will be using the Reading Wonder Works and Iready supplemental activities during the intervention groups. Imagine Learning and Iready software are supplemental programs that will be used.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The standard instruction and ELL Strategies used inside the classroom will ensure teachers are using grade specific standards when teaching. Coaches will be collaborating through teacher planning time to ensure that the program objectives and resources are implemented with fidelity.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

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

The school is using the funding allocations to ensure resources and services are being met based on need. The school has hired contracting services in academics and ESE in order for students to receive the necessary assistance in the classroom. Coaches and administration will be mentoring, support teachers and providing data chats throughout the school year. Mental Health counselors, guidance counselor has also been hired to address the student services and parents for this school year. Title III tutoring after school, academic enrichment programs and extended instructional minutes have been also implemented.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

The SIP Plan is discussed through our EESAC meetings. During our EESAC meetings, the stakeholders are involved in making decisions to improve our School Improvement Plan. Also, the Principal provides SIP to the governing board members for their review and approval. Finally, during Title I annual meeting, the parents provide important feedback and provide information that will assist the overall academic program.

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

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

The school has engaged in a Community Involvement Specialist (CIS). The CIS manages volunteer and community resources to help students successfully learn, stay in school and prepare for life. The CIS also communicates with parents to ensure they are aware of and educated on available community resources. Furthermore, develops and maintains a data base of school site and students and submits

monthly reports to Administration as to the services and partnerships connected to the students.

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

The school will provide trainings to teachers in order for them to understand time management. Teachers will be following the master schedule and reducing non instructional time. In addition, tutoring and academic enrichment programs will be offered after school. Promoting personal goals, achievement and provide real time support is very important in order to increase learning time. Gifted programs and differentiated group for acceleration will also be evident this school year.

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

The school has partnered with CNC to provide the following services: Low Income Housing for the community, Youth Mentorship Programs, Day Care center, and Financial Literacy for the community.

The school participates in MDCPS Values Matter program. The core values are:

- Citizenship
- Cooperation
- Fairness
- Honesty
- Integrity
- Kindness
- Pursuit of Excellence
- Respect
- Responsibility

Students at ACE also participate in Do the Right Thing. This program strives to recognize and reward Miami youths for their exemplary behavior, accomplishments, and good deeds through a unique partnership with the City of Miami Police Department and other participating law enforcement agencies. Monthly recognition is evident in the school.

The school works very closely with the MDCPS Project Up Start program. This program assists schools with the identification, enrollment, and attendance of students in unstable housing to help ensure their successful academic achievement. The core of the program is to prevent children and youth in transition from being stigmatized, separated, segregated, or isolated. Our counselors monitor the need of students and provide counseling to those students and families as needed.

The school's nutritional program is Community Eligibility Provision (CEP). This program is a non-pricing meal service option for our school that has a high percentage of low-income students. All students in the school eat breakfast and lunch at no cost without collecting household lunch applications.

Optional Component(s) of the Schoolwide Program Plan

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

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

The school has a counselor that works directly with students and parents. The guidance counselor responsibilities are:

Provide individual counseling and group guidance to help students cope effectively personal, social, academic, goals, and family concerns;
Consult with parents, teacher, administrators, and supporting agencies concerning the needs and abilities of students;
Update and maintain confidential student records, including counseling logs, and student files.
Identify students with special needs and make appropriate recommendations and referrals.
Implement an effective program of educational and goal setting;
Work with teachers in making recommendations for best instructional practices;
Monitor and implement the mental health plan of the school;
Adhere to all district health and safety policies;

In addition, the school has a therapist that works with our students and family with our attendance, grades and academic behavior. The following interventions are evident in the school: School Monitoring Program, truancy committee, incentive programs and counseling intervention for students, monitors data and provides the resources to families as needed.

Finally, the school has a partnership with Morning Star, therapists work with students and families to provide optimal educational learning for the students. Also, they provide community resources to parents.

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

N/A

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

ACE provides a tiered model to prevent and address problem behavior and early intervening services.

A problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students. The use of scientifically based or evidence-based practices should occur whenever possible. The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/ intervention plan.

The problem-solving process is applicable to all three tiers of instruction/intervention and can be used for problem-solving at the community, district, school, classroom and/or individual student levels.

The school has access to:

1. School-wide, group and individual data for progress monitoring
2. Data collected about the problem and/or replacement behaviors (all tiers)
3. Number of students receiving Tier 2 and Tier 3 interventions
4. Type of Tier 2 and Tier 3 interventions students are receiving
5. Fidelity of interventions being implemented

Tier I:

Tier 1 is instruction that “all” students receive. Tier 1 core instruction is on grade-level and includes explicit, systematic, differentiated and multisensory instruction in both whole group and small group using core curriculum. Tier 1 focuses on the implementation of the district’s core curriculum and is aligned with the Florida Standards.

Tier II:

This what “some” students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Tier 2 services are more “targeted” and include more time, a narrower focus of instruction/intervention than Tier 1. Tier 2 services can be provided by trained professionals in a small group setting using a research-based program that includes multisensory strategies. The number of minutes of Tier 2 services is in addition to Tier 1.

Tier III:

It is what “few” students receive and is the most intensive level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a narrower (intensive) focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the MDCPS district.

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

ACE has professional learning community of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The staff and coaches get together in small-group in order to collaborate and provide professional assistance.

Our learning community engages in collective inquiry into both best practices in teaching and best practices in learning. They also inquire about their current reality including their present practices and the levels of achievement of their students. They attempt to arrive at a consensus on vital questions by building shared knowledge rather than pooling opinions. They have an acute sense of curiosity and openness to new possibilities. Collective inquiry enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness. Gradually, this heightened awareness transforms into fundamental shifts in attitudes, beliefs, and habits which, over time, transform the culture of the school.

The leadership team collaborates in data chats with teachers. The coaches have good relationships with teachers that include meaningful conversations with them about bettering their classrooms, instructional coaching becomes infinitely easier. Data Chats helps create a clear pathway to a healthier teacher-coach relationship and a solid academic goal for the year.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			5410 - Alpha Charter Of Excellence	General Fund		\$2,500.00
			<i>Notes: StemScope Math PD (Accelerated Learning) Holistic Learning (Classroom Management), Intervention and RTI</i>			
2	III.B.	Area of Focus: Instructional Practice: Coaching				\$120,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			5410 - Alpha Charter Of Excellence	Other Federal		\$30,000.00
			<i>Notes: Academic consulting and curriculum coach services rendered to the school contract (grant).</i>			
			5410 - Alpha Charter Of Excellence	Other Federal		\$90,000.00
			<i>Notes: ESE student services, facilitation and consulatation rendedred to the school through contract (grant).</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				\$0.00
					Total:	\$122,500.00

Budget Approval

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

No