

Miami-Dade County Public Schools

ALPHA CHARTER OF EXCELLENCE



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

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

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

Maria Cuadra

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 #3

Employee's Name

Mabel Trujillo

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

Leadership Team Member #4

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Marlene Reyes

Position Title

Curriculum Specialist

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

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

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 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. (ESEA 1114(b)(3))

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.

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.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	1.5%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	2	5	5	3	2	2				19
One or more suspensions						1				1
Course failure in English Language Arts (ELA)	0	0	9	8	0	2				19
Course failure in Math	0	1	3	2	0	8				14
Level 1 on statewide ELA assessment	0	1	33	52	20	29				135
Level 1 on statewide Math assessment	0	1	33	37	19	24				114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	1	33	39	19	22				114

Current Year 2024-25

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				11						11
Students retained two or more times										0

Prior Year (2023-24) 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	
Absent 10% or more school days		5	5	4	3	2				19
One or more suspensions	1									1
Course failure in ELA		3	2		1	3				9
Course failure in Math		3	2	5	1	8				19
Level 1 on statewide ELA assessment		3	2	7	1	7				20
Level 1 on statewide Math assessment		3	2	7	2	9				23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		20	13	24						94

Prior Year (2023-24) 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		2	5	4	3	8				22

Prior Year (2023-24) 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				15						15
Students retained two or more times				8						8

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

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	34	63	57	38	60	53	38	62	56
ELA Grade 3 Achievement **	36	63	58	33	60	53			
ELA Learning Gains	53	64	60				53		
ELA Learning Gains Lowest 25%	63	62	57				50		
Math Achievement *	39	69	62	35	66	59	40	58	50
Math Learning Gains	45	65	62				53		
Math Learning Gains Lowest 25%	43	58	52				50		
Science Achievement *	26	61	57	43	58	54	26	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	43	64	61	40	63	59	62		

*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 (FPI) 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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	45%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	408
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
45%	40%	47%	43%		56%	48%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	33%	Yes	3	
English Language Learners	43%	No		
Hispanic Students	45%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Students With Disabilities	19%	Yes	2	1
English Language Learners	40%	Yes	1	
Hispanic Students	40%	Yes	1	
Economically Disadvantaged Students	42%	No		

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%
Students With Disabilities	33%	Yes	1	
English Language Learners	46%	No		
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	46%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	46%	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. (pre-populated)

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%					43%
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%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	38%	33%			35%			43%					40%
Students With Disabilities	6%				6%								46%
English Language Learners	37%	33%			39%			40%					53%
Hispanic Students	38%	33%			36%			41%					53%
Economically Disadvantaged Students	38%	29%			38%			47%					56%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	38%		53%	50%	40%	53%	50%	26%					62%
Students With Disabilities	7%		50%		7%	50%							53%
English Language Learners	38%		53%	50%	42%	53%	52%	21%					62%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	38%		52%	50%	41%	52%	50%	26%					62%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	38%		52%	50%	40%	52%	50%	26%					62%

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	37%	56%	-19%	55%	-18%
Ela	4	38%	55%	-17%	53%	-15%
Ela	5	24%	56%	-32%	55%	-31%
Math	3	33%	65%	-32%	60%	-27%
Math	4	42%	62%	-20%	58%	-16%
Math	5	39%	59%	-20%	56%	-17%
Science	5	24%	53%	-29%	53%	-29%

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 reading proficiency, with overall proficiency increasing from 28% in the 2022-2023 school year to 34% in the 2023-2024 school year. This improvement was achieved by implementing a targeted reading push in and pull out intervention support system, as well as afterschool tutoring program to enhance the instructional environment and provide additional expertise which allowed the reinforcement of foundational reading skills.

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 was Science proficiency. 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. Additionally, teacher turnover disrupted the continuity and fidelity of instructional practices.

Greatest Decline

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

The data component that showed the greatest decline from the previous year was the Science proficiency level, which dropped from 43% in the 2022-2023 school year to 26% in the 2023-2024 school year. Most students in the school are English Language Learners and struggle with content vocabulary. Additionally, teacher turnover disrupted the continuity and fidelity of the instructional practice.

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.

The data component that showed the greatest gap when compared to the state average was the Science proficiency level, with a 36% point difference. Alpha Charter of Excellence has a 99.6%

minority rate of which 73% of the students in the school are English Language Learners and struggle with content vocabulary. Teacher turnover disrupted the continuity and fidelity of the instructional practice which impeded student academic achievement.

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 2023-2024 ELA FAST Assessment. According to the data, there were 135 students scoring a level 1 in grades 1 - 5. Another area of concern are the number of students who scored a level 1 in the 2023-2024 Math FAST Assessment. According to the data, there were 114 students scoring a level 1 in grades 1-5.

Highest Priorities

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

The highest priority for the 2024-2025 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.

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

Include a description of your Area of Focus, 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 2023-2024, 3rd - 5th grade FAST PM3 data, 34% of students were proficient in ELA as compared to 2022-2023 FAST PM3 data of 28%. Based on the data and identified contributing factors of a large population of ESOL students there was a 6% increase from 2022-2023, PM3 to 2023-2024 PM3. Student readiness levels limit the ability to master grade-level tasks, therefore we will focus on differentiation in Language Arts to address this critical need.

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, 3rd-5th grade will increase proficiency in Language Arts by 3 percentage points from an average of 34% to an average of 37% as measured by the 2024-2025 FAST ELA PM3 state assessment.

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 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 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

Isabel Navas (929806@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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.

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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Walkthroughs- Differentiation

Person Monitoring:

Isabel Navas (929806@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 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 ELA.

Action Step #2

Coaching Support- Differentiation

Person Monitoring:

Mabel Trujillo (934297@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 Ellevation 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**

Include a description of your Area of Focus, 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 2023-2024, 3rd - 5th grade FAST PM3 data, 39% of students were proficient in Mathematics as compared to 2022-2023 FAST PM3 data of 35%. Based on the data and identified contributing factors of a large population of ESOL students there was a 4% increase from 2022-2023, PM3 to 2023-2024 PM3. Student's lack of mastery of the foundational skills limit the ability to master grade-level tasks, therefore we will focus on differentiation and on Ongoing Progress Monitoring in Mathematics to address this critical need.

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 39% to an average of 42% as measured by the 2024-2025 FAST Math PM3 state assessment.

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 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

Isabel Navas (929806@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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.

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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Walkthroughs- Differentiation

Person Monitoring:

Isabel Navas (929806@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.

Action Step #2

Curriculum Support- Differentiation

Person Monitoring:

Marlene Reyes (967313@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 Mathematics, the ESOL Liaison will guide teachers in accessing and interpreting student profiles on Ellevation 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 #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**

Include a description of your Area of Focus, 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 2023-2024, 5th grade Science data, 26% of students were satisfactory or higher proficiency as compared to 2022-2023 Science data of 43%. Based on the data and identified contributing factors of a large population of ESOL students and teacher turnover, there was a 17% decrease from the 2022-2023. Student readiness levels limit the ability to master grade-level tasks, therefore we will focus on differentiation and hands on learning to address this critical need.

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 26% to an average of 29% as measured by the 2024-2025 Science state assessment.

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 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

Isabel Navas (929806@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 drive instructional planning and data driven conversations to include ongoing progress monitoring.

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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Walkthrough-Differentiation

Person Monitoring:

Isabel Navas (929806@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, 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 Science.

Action Step #2

Curriculum Support- Differentiation

Person Monitoring:

Marlene Reyes (967313@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 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 Science, the ESOL Liaison will guide teachers in accessing and interpreting student profiles on Ellevation platform, which include language proficiency levels, academic performance, and other relevant data. Teachers will then infuse appropriate differentiation strategies to provide language support across all content areas.

IV. Positive Culture and 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. After the pandemic, teachers are leaving the profession, leaving their current school to other types of educational settings, or retiring. The school administration needs to provide teachers with academic support to assist them in the classrooms.

Teachers need to have professional development and also follow up activities to support all year round.

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

Isabel Navas (929806@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

The school has: Hired coaches and academic vendors 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.

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 administrative leadership team will meet with grade levels monthly to make sure the action steps were completed. Also, coaches will be completing regular walkthroughs in the classrooms and providing guidance to all classroom teachers. Data chats and monitoring of the student data will also be evident.

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 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. (ESEA 1114(b)(4))

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

No Answer Entered

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

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. (ESEA Section 1114(b)(7)ii)

No Answer Entered

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 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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