

Miami-Dade County Public Schools

# Alpha Charter Of Excellence



2018-19 School Improvement Plan

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# Alpha Charter Of Excellence

1217 SW FOURTH ST, Miami, FL 33135

www.alpacharterschool.com

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School KG-5</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)</p> <p>96%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>100%</p>

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	C	C	D	F*

## School Board Approval

N/A

## SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

## 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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: 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

#### Membership

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

Name	Title
Navas, Isabel	Principal
Campbel, Kim	Teacher, ESE
Trujillo, Mabel	Instructional Coach

#### Duties

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

Kim Campbell: Curriculum Specialist, ESE / ESOL Coordinator, Math and Science Coach.  
Mabel Trujillo: Reading Coach  
Claudia David: Student Services  
Maria Cuadra: Teacher

### Early Warning Systems

#### Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	13	1	6	0	0	0	0	0	0	0	20

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	13	1	6	0	0	0	0	0	0	0	20

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	0	0	0	21	0	0	0	0	0	0	0	0	0	21

**Date this data was collected**

Friday 8/10/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	5	7	5	3	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	18	11	7	0	0	0	0	0	0	0	36

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	8	15	16	5	0	0	0	0	0	0	0	44

**Year 2016-17 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	5	7	5	3	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	18	11	7	0	0	0	0	0	0	0	36

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	8	15	16	5	0	0	0	0	0	0	0	44

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The math data performed the lowest among the other subjects. This is not usually the trend.

**Which data component showed the greatest decline from prior year?**

The data component that showed the greatest decline was proficiency and learning gains in Math.

**Which data component had the biggest gap when compared to the state average?**

The math data component had the biggest gap when compared to the state average. The math average for Miami Dade County was 61% and the average at ACE was 44%.

**Which data component showed the most improvement? Is this a trend?**

Reading data showed the most improved in this trend. The ELA/Reading data showed a 5% increase in proficiency. The Science data also showed a 5% increase in proficiency.

**Describe the actions or changes that led to the improvement in this area**

The teachers provided response to intervention during special area classes. The school had an academic support contract with MDCPS to assist with Reading, Math and Science intervention, coaching, mentoring and professional development.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	62%	56%	41%	57%	55%
ELA Learning Gains	61%	62%	55%	58%	61%	57%
ELA Lowest 25th Percentile	71%	59%	48%	57%	58%	52%
Math Achievement	44%	69%	62%	49%	66%	61%
Math Learning Gains	36%	64%	59%	65%	65%	61%
Math Lowest 25th Percentile	25%	55%	47%	64%	57%	51%
Science Achievement	40%	58%	55%	35%	52%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (5)	0 (7)	0 (5)	0 (3)	0 (20)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	13 (18)	1 (11)	6 (7)	20 (36)

#### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

#### Subgroup Data

##### 2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
HSP	46	61	71	44	36	25	40				
FRL	45	60	70	43	35	25	38				
ELL	37	58	67	41	33	26	28				

##### 2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
HSP	40	57	57	48	64	64	31				
FRL	41	60	62	49	64	62	38				
ELL	33	55	57	46	64	64	27				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

Activity #1	
<b>Title</b>	The school will focus in increasing student achievement by improving core instruction in all content areas.
<b>Rationale</b>	Students will be actively learning so they can make connections with prior knowledge and increase their proficiency levels.
<b>Intended Outcome</b>	The school proficiency % will increase 8% in ELA, 10% in Math and 5 % in Science.
<b>Point Person</b>	Kim Campbel (928500@dadeschools.net)

Action Step	
<b>Description</b>	The school has contracted with MDCPS academic support to assist with intervention, modeling for current teaching, coaching and mentoring. The MDCPS Coaches will also provide professional development to our faculty.
<b>Person Responsible</b>	Kim Campbel (928500@dadeschools.net)

Plan to Monitor Effectiveness	
<b>Description</b>	The coaches will monitor through walkthroughs and observations. The coaches will be discussing data with the teachers. Teachers will drive instruction through data analysis and improve student engagement.
<b>Person Responsible</b>	Kim Campbel (928500@dadeschools.net)

Activity #2	
<b>Title</b>	
<b>Rationale</b>	
<b>Intended Outcome</b>	
<b>Point Person</b>	[no one identified]
Action Step	
<b>Description</b>	
<b>Person Responsible</b>	[no one identified]
Plan to Monitor Effectiveness	
<b>Description</b>	
<b>Person Responsible</b>	[no one identified]

## Part IV: Title I Requirements

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**



Alpha Charter of Excellence with parents in the community, will develop a parent involvement plan that reflects practices that enhance parent and community involvement and reflect the specific needs of each school within the district.

1. Communication: Schools and the parent community will communicate regularly and clearly about academic opportunities, school performance, student progress and parent/guardian activities.

Communication Activities:

- Parent Teacher / Administration Conferences
- School and Teacher Websites
- Blackboard Connect Messages to Parents by Phone
- Interim and Report Card Sent Home
- Agenda Communication

2. Parenting: Schools and the parent community will work together to support parenting skills and activities that prepare children for school and support ongoing achievement.

Parenting Activities:

- Curriculum/Open House Nights
- Meet and Greet Tour
- Parent Workshops
- Family Activity

3. Student Learning: Schools will encourage parents to support the academic achievement of their children.

Student Learning Activities:

- Continuous communication on academic progress
- Parent Workshops on Homework Support
- Curriculum and Testing Orientation

4. Volunteerism: Schools will encourage parents and community members to volunteer in schools to support school improvement and student success.

Volunteer Activities:

- Room Parents
- Flexible Assistance for School and Classroom Programs/Events (beyond the school day)
- Chaperoning Activities

5. School Decision Making: Schools will encourage parents and community members to collaborate on educational decisions that affect students and schools.

Decision Making Activities:

- School Improvement Committees
- School Advisory Groups
- Parent feedback/input on current/new programs, initiatives and practices

6. Community Collaboration: The school will encourage collaboration with local community organizations, local governments, businesses, members of the community, and other agencies to improve the academic achievement of all students.

Community Collaboration Activities:

- Facilitate Community members as volunteers in the schools
- Collaborate with local business to co-sponsor events and programs
- Encourage business partnerships with schools
- Co-sponsor academic support programs for students and their parents
- Host Community Forums

## PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

In order for the students to do well in school, the social-emotional needs need to be met at school. Alpha Charter of Excellence provides the following:

**Stability:** The school offers the stability of the learning environment, the familiarity of school life, the rhythms of the daily schedule, consistent behavioral expectations and rules, the presence of adults who will offer care and support.

**Connectedness:** The school offers connectedness to ensure that students feel a sense of connectedness to caring adults in the building and to their peers. The parents have many opportunity to participate in school events and activities that enables all of the stakeholders to stay connected. Also, the school is well connected in the community and will refer parents to resources around the community for assistance and support. The school has partnered with a non-profit organization called CNC. This organization provides students and parents with the following services: Financial Literacy, Refugee Employment, Youth Programs, Counseling, Mentoring and Foreclosure Intervention. ACE has a buddy system to help those struggling students with a high achieving student in the classroom. The classroom teacher also mentors the student that exhibits any social-emotional distress. If the problem is considered to be further evaluated, the child is referred to the office to be mentored and counseled by the administrator.

**Intervention:** Alpha Charter of Excellence uses positive behavioral support to decrease behavior problems.

The school psychologists and other student support personnel are critical members of the school team that ensures quality, genuinely accessible education for all students. The School Support Team help individualize and improve instruction, support students' social and emotional behaviors. As a positive behavior support, ACE has implemented the Marlins' Bucks. The money system is used in the classroom to pay students for proper behavior, classroom jobs, attendance and academic rewards. Three times a school year, the students organize a Business Venture where they are business owners selling and buying products with their money earned throughout the school year.

Also, students are paired with mentoring teachers to make a difference. Those students needing additional comfort and understanding are paired with other teachers as a way to motivate them to speak to someone else other than their teacher. These students are provided with different discussion topics and follow up to see how they are doing. Reward system is implemented when the student has reached a goal.

Finally, this school year, a guidance counselor was hired to assist students with counseling sessions. The counselor will be a part of whole group, small group and individual counseling.

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

Transition to Kindergarten Plan:

Goals and Strategies

1. Develop a set coordinated transition and orientation to kindergarten experiences that result in children that are ready to be successful and ensure our school is ready to receive children and their families.
- Provide coordinated and consistent communication, such as informational materials/letters, and events

for families' of young children about early development, learning and transition to kindergarten. ACE will communicate about these activities and plan, advertise and implement transition/orientation activities for young children.

- Provide information, support and opportunities for Pre-K through our partnering agency CNC and Kindergarten teachers to learn about and engage in meaningful transition activities
  - Develop support materials on a variety of transition activities, schedule and structure collaboration between teachers so that they can network and share learning and establish a team that will coordinate/direct transition activities for Pre-K and Kindergarten teachers.
2. Gather information about the pre-k students' child care and early experiences prior to entering kindergarten.
    - Assess ELL Students that have answered yes in the Home Language Survey

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

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

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

#### Tier 2

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

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

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

(approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students

receive all the services they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy and State Guidelines.

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

N/A

<b>Part V: Budget</b>	
<b>Total:</b>	<b>\$79,000.00</b>