

Miami-Dade County Public Schools

Alpha Charter Of Excellence



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	6
Planning for Improvement	11
Title I Requirements	13
Budget to Support Goals	16

Alpha Charter Of Excellence

1217 SW FOURTH ST, Miami, FL 33135

www.alpacharterschool.com

Demographics

Principal: Isabel Navas

Start Date for this Principal: 8/12/2019

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students English Language Learners Hispanic Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: D 2014-15: F 2013-14: F
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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	Job Duties and Responsibilities
Navas, Isabel	Principal	
Fernandez, Donna	Teacher, ESE	
Trujillo, Mabel	Instructional Coach	
Cuadra, Maria	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	5	18	7	0	0	0	0	0	0	0	30

The number of students with two or more early warning indicators:

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

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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	3	0	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 8/12/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	62%	57%	46%	62%	56%
ELA Learning Gains	57%	62%	58%	61%	62%	55%
ELA Lowest 25th Percentile	61%	58%	53%	71%	59%	48%
Math Achievement	51%	69%	63%	44%	69%	62%
Math Learning Gains	64%	66%	62%	36%	64%	59%
Math Lowest 25th Percentile	56%	55%	51%	25%	55%	47%
Science Achievement	45%	55%	53%	40%	58%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
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 (0)	0 (0)	5 (13)	18 (1)	7 (6)	30 (20)

Grade Level Data

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

NOTE: 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
03	2019	44%	60%	-16%	58%	-14%
	2018	38%	61%	-23%	57%	-19%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	45%	64%	-19%	58%	-13%
	2018	47%	60%	-13%	56%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		7%				
05	2019	54%	60%	-6%	56%	-2%
	2018	57%	59%	-2%	55%	2%
Same Grade Comparison		-3%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	67%	-21%	62%	-16%
	2018	46%	67%	-21%	62%	-16%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	66%	69%	-3%	64%	2%
	2018	42%	68%	-26%	62%	-20%
Same Grade Comparison		24%				
Cohort Comparison		20%				
05	2019	42%	65%	-23%	60%	-18%
	2018	43%	66%	-23%	61%	-18%
Same Grade Comparison		-1%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	46%	53%	-7%	53%	-7%
	2018	40%	56%	-16%	55%	-15%
Same Grade Comparison		6%				
Cohort Comparison						

Subgroup Data

2019 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
ELL	44	54	59	51	63	56	43				
HSP	47	57	61	51	64	56	45				
FRL	47	56	61	51	64	56	45				

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 2015-16	C & C Accel 2015-16
ELL	37	58	67	41	33	26	28				
HSP	46	61	71	44	36	25	40				
FRL	45	60	70	43	35	25	38				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index - All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 data component showing lowest performance is Reading at 48% proficiency. The school has many students that are considered English Language Learners.

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

The data component showed the greatest decline was the overall and lowest 25% learning gains in Reading. The students are struggling in the vocabulary and phonic benchmark throughout the school year. The school has a high percentage of English Language Learners.

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

When compared to the state average, Reading, Math and Science had a significant gap. The school is increasing the proficiency levels from last school year to this school year; however, there continues to be a significant gap when it is compared to the state average. The students are in a low social economic area where resources and the English language is not spoken in the household. Parents have limited resources to provide to their children. The parents rely solemnly on the school to educate their children. Students are making learning gains and are improving their proficiency level steadily.

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

We showed major improvement in Math and Science. The school had intervention and support personnel to assist in these academic areas. Teachers also took part in professional development to assist in their teaching. Students were provided individualized instruction, small group and pull out groups. Teachers and administrators checked routinely their data to monitor progress and implement remediation and acceleration instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the early warning signs, the school will provide counseling for students with truancy problems and academic deficiencies. Administrative team will meet with parents to provide strategies and plan of action to assist them and their child so they can work at home effectively.

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

1. Improve the Reading Proficiency level by 2%
2. Improve the Math Proficiency level by 2%
3. Improve the Science Proficiency level by 2%
4. Improve the overall attendance percentage by 2%
5. Improve the learning gains by 2% for each category

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	The School proficiency % will increase by 2% in all content areas.
Rationale	The school will continue to increase the % of proficiency in the State Assessments.
State the measureable outcome the school plans to achieve	The school is providing intervention groups with all tier 2 and tier 3 students. Interventionist will also assist the classroom teachers in providing small group and individualized instruction. The school has curriculum coaches that will assist classroom teachers with mentoring, modeling, data chats and monitoring students data to improve proficiency.
Person responsible for monitoring outcome	Mabel Trujillo (934297@dadeschools.net)
Evidence-based Strategy	Teachers will use CRISS / CUBE Strategies to enhance Reading / Math skills. Teachers will use questioning techniques to improved student engagement The curriculum will be enhanced through software, labs, manipulatives and technology Instructional Time will be effective while in the classroom Teachers will have student-generated word walls utilizing word-related visuals Teachers will use the senses to enhance teaching
Rationale for Evidence-based Strategy	The walkthroughs and observations have lead to focused strategies implemented this school year. Most of our students are English Language Learners and they need these strategies to assist in their daily learning. The data shows the students need to be engage in the learning process and learning needs to be interactive. This school year teachers will apply a more enriched classroom experience so all of the students can be engaged.
Action Step	
Description	1. Leadership Walkthroughs and Observation 2. Data Analysis and Discussion 3. Professional Development for Teachers and Staff 4. Curriculum coaches and teachers planning together 5. Modeling and assisting teachers in the classroom
Person Responsible	Donna Fernandez (935949@dadeschools.net)

#2

Title

Rationale

State the measureable outcome the school plans to achieve

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

The leadership team will complete walkthroughs and observations to improve priorities. The data analysis of classes and data chat will be evident throughout the school year. The curriculum coaches will assist teachers in modeling, planning and enhancing the lessons.

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. 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

5. 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.

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 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.

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

ACE has partnered with an agency called Cuban American National Council to assist the school with after school services. The strategies are the following: Enrichment, tutoring services and homework help.

Part V: Budget						
1	III.A	Areas of Focus: The School proficiency % will increase by 2% in all content areas.				\$98,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	5410 - Alpha Charter Of Excellence	Title, I Part A		\$98,000.00
			<i>Notes: Interventionist and Reading Coach Position</i>			
2	III.A	Areas of Focus:				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1382	319-Technology-Related Professional and Technical Services	5410 - Alpha Charter Of Excellence	Title, I Part A		\$12,000.00
			<i>Notes: Notes</i>			
					Total:	\$110,000.00