Miami-Dade County Public Schools

Alpha Charter Of Excellence

2015-16 School Improvement Plan

Alpha Charter Of Excellence

1223 SW FOURTH ST, Miami, FL 33135

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	99%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	100%

School Grades History

Year	2014-15	2013-14	2012-13
Grade	F*	F	-

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school environment at ACE promotes students' cultures and builds relationships between teachers and student.
Alpha Charter of Excellence is a small public charter school that promotes individualized attention to students and parents. The administration has an open door policy for students, teachers and parents. The school provides opportunities for parents and students to share their culture in many events and activities. For example, during Multicultural month, we have students dress up in their heritage clothing and parents are welcome to show case their cultures as they participate in the event. In the classroom, the teacher provides many opportunities for the students to share and provide their input in the different lesson. The activities promote the understanding of the child and adolescent development and setting home conditions that support the child as a student. The school has identified three Microsociety events per school year to promote positive relationships among all stakeholders. Students, teachers and parents work together to celebrate accomplishments and talents of students.
Communication is an essential key for teachers to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding the child's learning difficulties. Teachers provide all students with an agenda that is used for parental communication at all times. Teachers shape their classrooms so they are able to communicate positively with all students. Furthermore, teachers use the Marlins Bucks for incentive to promote positive interaction among all students.
The school promotes a safe and respectful learning environment. The teachers, staff and administration continuously provide positive reinforcement to the students. Teachers maintain motivation and interest in different ways by providing:
1. Praise and nonverbal communication (e.g., smile, nod, thumbs up)
2. Social attention (e.g., a conversation, special time with the teacher or a peer)
3. Tangibles such as stickers, new pencils or Marlins' Bucks

Describe how the school creates an environment where students feel safe and respected before, during and after school

ACE considers a safe and respected environment is vital. The school has implemented "Caught with Character" program where teachers identify the students that are doing the right thing. Caught with Character bulletin board is displayed in our school. It is a fun and interactive way to highlight the good character students engage in every month.

The classroom teachers have implemented rules to promote the respect, positive relations, and order that helps prevent bullying in the classroom. The Marlins' Bucks is a money incentive program where teachers pay students when they have behaved in a respectful manner as well as doing the right thing. During the Microsociety events, fifth grade students are "Peace Makers." Their role is to guide Kindergarten students with the business operation. All students are required to build a business, sell products and market. This process provides all students with the knowledge on how to to work together as a team and create a sense of belongingness.

Students learn how to be positive role models. Teachers and administration show students respect and encourage them to be successful.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Alpha Charter of Excellence implements the Miami Dade County student code of conduct for elementary students.

In the classrooms, the teacher use reward and praise system to motivate the students to do the right thing. All classrooms have a behavior chart where students are able to see how they are behaving constantly. Through the agenda, teachers and parents are able to communicate in a weekly basis to report behavior.

For serious infraction, a referral system is in place for teachers to document all incidents. The principal and teacher provide conferences with students and parents when the referral is written.

The school also provides the Marlins' Bucks as a mean of positive management system. The students receive Marlins' Bucks when they are caught doing the right thing. With the Marlins' Bucks, the students are able to buy educational treats once a week.

Classroom Dojo is an application used inside the classroom for positive behavior management. Teachers have set up accounts so that students and parents are aware of how their child is doing in the classroom. Parents and students are aware if the student is completing homework, behaving, participating and demonstrating motivation in the classroom.

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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Classroom Teachers have displayed a perfect attendance sign where each colored letter represents a 100% attendance on that day. Once the letters are all colored, the classroom teacher will reward the students with an ice-cream party. Teachers and Administrator contact the parents when a student is absent. Conferences are implemented if the child has more than 5 unexcused absences.
Those students failing courses, we have established Differentiated Instruction as well as Response to Intervention Groups.
Teachers have implemented in the classroom the DOJO system where students are able to see their classroom behavior chart at all times. DOJO system is an application which is viewed in the promethean board. Teachers create an avatar that represents each student. Once a positive behavior has been identified, the teacher provides a point to the student. Parents and teachers communicate the child's behavior through an agenda weekly. Those students with negative points are counseled by the teacher, administration and parents.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	4	5	2	2	1	14
Level 1 on statewide assessment	11	20	0	3	10	44

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	11	21	2	4	11	49

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In order to make a positive impact on academic performance with students who have been identified with challenges, supportive intervention strategies have been implemented.

ACE has extended school hours. The school hours are from 7:45 a.m. - 2:30 p.m. (Kindergarten - First Grades) and 7:45 a.m. - 3:00 p.m. (Second - Fifth Grades). Early Release at 2:00 p.m. on Wednesdays

Response to Intervention- During RTI, the Classroom Teachers have implemented in Intensive Reading DI Groups to assist the students. The students have been identified in these five areas:
1. Phonics / Word Study
2. Phonemic Awareness
3. Fluency
4. Reading Comprehension
5. Vocabulary

As a result of the baseline data, attendance and behavior deficiencies, these students are serviced in the classroom through small group intervention.

In addition, ACE has implemented the Intensive Reading Course. This course is 60 minutes in addition to the ELA Block of 90 minutes. The classroom teacher uses supplemental materials to enhance, remediate and challenge the student academic progress.

Furthermore, the school has hired a full time Reading Coach to assist teachers with Response to Intervention, Differentiated Instruction and tutoring students who have been identified by the early warning system. Professional development opportunities will be provided throughout the school year to all faculty members.

Teachers will continuously monitor student progress to impact and adjust content to instructional strategies. All teachers have common planning time so they are able to communicate and collaborate among other teachers in order to discuss instructional practices and student needs.

Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment activities.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/186580.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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. ACE has also partnered with the following non-profit organization called CNC.

CNC provides the following services to our ACE families:

Pre School Services:

CNC provides a pre-school program for children one to six years of age with quality child care services utilizing a comprehensive, research supported curriculum as the primary instructional tool. The core curriculum encompasses all areas of development including: Social, Emotional, Cognitive, Language and Communication, and Gross and Fine Motor Skills Development. The Center also offers parents with Parenting Skills training and counseling. The center is Florida Gold Seal accredited and is licensed by state and local government agencies, and operates in tandem with Miami-Dade County Public Schools and United Way of Dade County.

Hispanic Leadership Trainings for High School Students:

The Hispanic Leadership Training Program (HLTP) aims at providing comprehensive leadership skills to high school students with a demonstrated interested in community involvement. The program offers young Hispanic male and female students in 11th and12th grades, the opportunity to attend these workshops which cover a variety of topics such as:

1.Community Issue Identification

2.Media Relations

3.Government Functioning

4.Decision Making Processes

5.Networking

6.Business Voluntarism

7.Fundraising Skills

ACE Family Employment Opportunities:

Refugee Employment & Training Program:

CNC's employment program provides employment services to Refugees, Asylees and Parole Entrants that have been in the U.S. for no more than 5 years. The program works in cooperation with dozens of businesses in order to meet their workforce demands and help new Americans to enter the workforce and become self-reliant.

The Hispanic Leadership Training Program (HLTP):

The Hispanic Leadership Training Program (HLTP) offers a yearly training session in leadership skills and institutional networking to present and future leaders in Miami-Dade County.

HLTP aims at increasing the participation of Hispanics on boards, commissions and committees through seminars led by experts who are themselves business, government and non-profit leaders.

The Leadership Development Program aims to provide comprehensive leadership skills to college students and young adults with a demonstrated interest in community involvement. The LDP consists of workshops composed of government officials, media specialists, fundraising executives and local leaders.

Financial Education and Housing Counseling Programs:

This program provides low and moderate income individuals with basic financial education, loss mitigation counseling, first time – homebuyer education and mortgage default assistance to homeowners at risk of losing their homes.

All Economic Independence clients are assisted to establish good credit, savings and other wealth building strategies.

CNC offers Economic Independence services free of charge. The program is available to the public, community based organizations, faith based organizations and businesses.

The CNC Borrower Help Center – sponsored by Freddie Mac:

CNC has teamed up with Freddie Mac to open the Freddie Mac Borrower Help Center. We provide assistance to struggling homeowners with Freddie Mac-owned mortgages to help keep them in their homes, whenever possible.

If you are behind on your monthly bills, including your mortgage, our CNC Freddie Mac Borrower Help Center offers free, confidential financial counseling assistance through HUD-approved counselors, either in person or on the telephone.

During these free sessions, your counselor will:

• Review your current income, living expenses, savings, and debts

• Help you understand your options and possible solutions to your financial challenges
• Assess your options for avoiding foreclosure, which could include a loan modification available under the federal Making Home Affordable program or another borrower assistance program.
Health Fair:
The CNC Health, Safety and Wellness Fair is the tenth fair organized by CNC in Miami-Dade County informing communities about the connection between nutrition, fitness, safety and wellbeing.
The Fair serves the needs of the underserved local community and aims to facilitate healthy living to all families in South Florida through education.
CNC hopes to bring attention to best practices programs available to our underserved neighborhoods that otherwise would not have access to them. There are government agencies, local hospitals, health care providers, and media celebrities providing free health screenings/exams, on-site community resources, educational materials and presentations.
The fair includes activities such as:
?General Health Screenings for all ages (blood pressure, cholesterol, spinal, etc.)
?Nutrition and Fitness Expert Advice
?Celebrity Guests Presentations
?Giveaways / Prizes / Raffles
?Snacks and Drinks
?Fun Games and Family Activities

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Navas, Isabel	Principal
Campbel, Kim	Teacher, ESE
Fernandez, Donna	Teacher, K-12
Trujillo, Mabel	Instructional Coach
Uribe, Martha	Teacher, K-12

Duties

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

Tier 1(Administrator)
Administrator, Isabel Navas, who will schedule and facilitate regular RTI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator, the school's Leadership Team, Literacy Team and RTI Team include the following members who will carry out SIP planning and MTSS problem solving:
• School Reading and Math teachers (Fernandez)
• Special Education Personnel (Campbell)
• Reading Coach (Trujillo)
• Adminiatrator (Navas)
• ESOL (Uribe)
In addition to Tier 1 problem solving, the Leadership will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2

Members of the MTSS Leadership will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition, selected teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Members of the Leadership, Tier 2, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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.to 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 District 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Isabel Navas	Principal
Carmen Perez	Teacher
Kim Cambpell	Teacher
Claudia David	Education Support Employee
Dorcas Ramon	Education Support Employee
Maria Cristina Santana	Parent
Ileana Terry	Parent
Migel Salazar	Student
Teresita Hernandez	Business/Community
Sheyla Salazar	Student
Sonia Salazar	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC involvement in the establishment of the school improvement planning was as follows:
* Assistance in the establishment of the school improvement planning team with clear roles and responsibilities;
* Reviewed the teams self-assessment of current school practices and programs designed to improve student achievement;
* Reviewed student performance data and determine achievement gaps;
* Reviewed the team's evaluation of possible contributing factors and provided additional input;
* Ensured the plan is monitored for effectiveness as well as timely implementation.

Development of this school improvement plan

The SAC involvement in the development of the school improvement plan was as follows:
• Assistance in the establishment of school improvement planning team with clear roles and responsibilities;
• Reviewed the teams self-assessment, of current school practices and programs designed to improve student achievement
• Reviewed student performance data and determine achievement gaps (which students are falling behind and in which areas);
• Reviewed the team evaluation of possible contributing factors (conditions, issues, practices, or policies) and provided additional input;
• Reviewed the action plan developed by the team and provided feedback;
• Will ensure the plan is monitored for effectiveness as well as timely implementation.

Preparation of the school's annual budget and plan

The School Educational Excellence School Advisory Council (EESAC), will focus on ensuring improved student achievement. The goal of the Council will be to achieve consensus in decision making. The focus of the goal is in the preparation of the plan and budget. In addition, evaluate the School Improvement Plan (SIP), as it directly impacts the delivery of the educational programs and services required by Florida's High Quality Educational System and the Miami Dade County Public School Strategic Planning Goals.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The projected use of SAC funds ($1500) include:
• The funds will be used to purchase Time for Kids Magazine for all grade levels and also to purchase the Iready Math for students in 3rd - 5th.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Trujillo, Mabel	Instructional Coach
Campbel, Kim	Teacher, ESE
Navas, Isabel	Principal
Fernandez, Donna	Teacher, K-12
Uribe, Martha	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the curriculum. The following outlines some of the steps that will be taken to support this focus:
• Hold monthly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
• Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
• Implementation of the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading.
• Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
• Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
• Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
• Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading).
• Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading requirements that could impact reading instruction at the school.
• Use student assessment data to evaluate the resources needed to meet the needs of teachers and

students and include resources in a professional library established for all staff when applicable. Professional Development was provided to all teachers in August on Reading Strategies. Teachers were provided Reading Strategies to implement in the classroom.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school has implemented common planning for teachers to work together and plan the instruction. Administration also provides training sessions where teachers, administration and staff members work together for a common purpose. The school feels that through formal and informal training sessions, study groups, and conversations about teaching, teachers and administrators get the opportunity to get smarter together. Furthermore, teachers are better prepared to support one another's strengths and accommodate weaknesses. Working together, they reduce their individual planning time while greatly increasing the available pool of ideas and materials. The school is better prepared and organized to examine new ideas, methods, and materials. Teachers are organized to ease the strain of staff turnover, both by providing systematic professional assistance to beginners and by explicitly socializing all newcomers, including veteran teachers, to staff values, traditions, and resources.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school's strategies to recruit and retain highly qualified, effective teachers to the school are as follows:
Recruitment:
• Posting on job recruitment websites, such as www.teacher-teacher.com
• Attend district job and recruitment fairs
• Communicate with colleges and universities (advisors, professors, and career centers) to solicit referrals of quality interns and graduates
Retention:
• Provide effective teachers with schools-based leadership opportunities
• Provide instructional support to teachers through collaborative planning, modeling , coaching and professional development

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The following outlines the school's teacher mentoring plan:
Mentor's Name is Mabel Trujillo
Mentee Assigned to Kindergarten - 2nd Grade Teachers
Assignment: Creating Differentiated Instruction Centers in the classroom, student data chart, RTI Binder and Data Binder
Mentor's Name is Ms. Kim Campbell
Mentor Assigned to 3rd - 5th Grade Teachers
Rationale for Pairings:
The Reading Coach will assist with the One-to-one mentoring for learning centers, differentiated instruction, student data, RTI and Data Binder.
Planned mentoring activities:
The mentoring program provides teachers with 1 week of PD prior to the start of school. In which, the teachers had to create two lessons based on the weakest benchmark. Then, the teachers will create together the lesson for each benchmark objective, provide strategies and complete a pre / post test to monitor mastery of benchmark. Teachers will formally meet with their mentor monthly during planning to

provide support and guidance in collaborative planning, modeling and shadowing with continuous feedback/discussions, and data coaching.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school core instructional program and curriculum is the same as Miami Dade County Public School. The teachers are using the pacing guides that are aligned to the Florida's Common Core Standards. ACE is using the following curriculum:
1. Reading Wonders and Intervention Core, Reaching Wonder Works
2. Go Math and Manipulatives
3. Pearson Interactive Science and lab Manipulatives
4. Iready and Istation
5. Renaissance Learning
During the beginning of the school year, professional development was provided to all teachers on the following topics: Florida Continuous Improvement Model, Data Driven Instruction and Reading Strategies.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school's data is used to differentiate instruction. With the school's data, the teachers will be able to identify standard deficiencies that need to be clarified. All teachers have a data / RTI binder where all the data is filed. The teacher completes an analyzing Reading / Math / Science Data form where they are able to identify deficiencies based on the class data. Furthermore, the teacher identifies the resources and supplemental materials to assist in addressing these standards. Finally, the teacher groups the children according to levels and implements differentiated instruction centers in their classroom. The Reading Coach and administration is responsible to monitor the differentiated instruction process.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 81,000

Key principles of increased/extended learning through school programming:
1. Teaching complements core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge
• Specific standards where students show weakness are identified prior to design of program
• Lesson plans and resources are developed that preview, review, assess progress and provide practice on selected standards
2. Flexible grouping of students takes place based on student needs and assessment data
• Students are grouped by academic needs and skill deficits through differentiated instruction
• Student assignment is revisited at least twice during the year to ensure that students are receiving the right supports
3. Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies
• Quarterly teachers examine student progress through formative assessments and discussion with other teachers
• Curriculum adjusted based on interim and quarterly assessment results
• Students are involved in goal-setting and charting their own progress
4. Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs
• Time is available for teachers to meet at least weekly to discuss student progress and needs as well as lesson plans and instructional practices to meet those needs – discussion focuses on academic support classes as well as core academic classes
• There is clear and regular communication between core classroom teachers and academic support/intervention teachers
5. Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment
• Students who need additional support receive at least 30 minutes per day of tiered intervention tailored specifically to their needs
• Intensive Reading courses have been assigned to all students.

Strategy Rationale

The strategy rationale is to ensure that all students including those on tier 2 and 3 are being provided academic support and they are mastery the identified benchmarks.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Navas, Isabel, 929806@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected continuously through daily activities that will "check" student's understanding, bi-weekly through benchmark assessments and quarterly assessments that provide opportunities for students to demonstrate mastery of sets of skills as well as maintain any formerly mastered skills and concepts. Effectiveness of strategies is determined by the amount of students that have demonstrated mastery and adjusted accordingly. The person that will monitor implementation of

the school program is administration and/or the designee that will assist in the planning and coordination of curriculum.

Strategy: Extended School Day
Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Alpha Charter of Excellence will increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Alpha Charter of Excellence will increase student achievement by improving core instruction in all content areas. 1a

🔍 G073906

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	27.0
AMO Reading - All Students	39.0
FCAT 2.0 Science Proficiency	24.0
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- Reading Wonder Works, Iready, Istation, Renaissance Learning, Early Literacy

- Mathematics: Go Math Series, STAR Math, Reflex Math and Math Manipulatives

- Science: Interactive Science Lab kits, Pearson Interactive Science Curriculum, STEM Projects

- Social Studies: Harcourt Series, Time for Kids

- Technology: Tablets, computer lab, promethean boards, desktop computers

Targeted Barriers to Achieving the Goal 3

- The school has an increase number of students classified as English Language Learners.

Plan to Monitor Progress Toward G1. 8

Reading and Math Coaches will be monitoring the strategies towards meeting the goal.

Person Responsible
Mabel Trujillo

Schedule
Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion
The school will implement a school instructional review process to determine the progress of academic achievment in all content areas.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Alpha Charter of Excellence will increase student achievement by improving core instruction in all content areas. 1

🔑 G073906

G1.B1 The school has an increase number of students classified as English Language Learners. 2

🔑 B193023

G1.B1.S1 Teachers will provide constructive feedback in the student work (positive and corrective). 4

🔑 S204536

Strategy Rationale

Students need written corrective and positive feedback while completing their work.

Action Step 1 5

Teachers will provide feedback in journals and workbooks.

Person Responsible

Isabel Navas

Schedule

Weekly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Corrective and positive feed written in work sample or journals.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitoring the student's journal or work sample displayed.

Person Responsible

Isabel Navas

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Observation of student work that shows teacher feedback.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Student journals and work sample

Person Responsible

Isabel Navas

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Observations of student work that shows teacher feedback.

G1.B1.S2 Teachers will implement more interactive activities (visual and kinesthetic) to engage students and help htem build vocabulary and comprension. 4

S204537

Strategy Rationale

Students have difficulties with vocabulary words and comprehension.

Action Step 1 5

Teachers will set up word walls to be more visual and gerated by students.

Person Responsible

Isabel Navas

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Word walls will be displayed in the classrooms. Students will utilize the words.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Students will create word wall that is visual to all.

Person Responsible

Isabel Navas

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Word Wall display in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Students will use the word walls during their lesson.

Person Responsible

Isabel Navas

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Students will be able to go back to the word walls for clarification.

G1.B1.S3 Teachers will provide precise routines to preserve instructional time. `4`

🔑 S204538

Strategy Rationale

Teachers nned to implment routines strategies to reduce the non-instructional times and reduce long period wait time during transition.

Action Step 1 `5`

Teachers will implement routine strategies to reduce the non-instructional times in their classroom.

Person Responsible

Isabel Navas

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Walkthrough and classroom observation

Plan to Monitor Fidelity of Implementation of G1.B1.S3 [6]

Classroom Management tinternally and externally is improving.

Person Responsible

Mabel Trujillo

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Classroom observation

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 [7]

Instructional time is increased in the classroom.

Person Responsible

Mabel Trujillo

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Classroom walkthroughs and observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will provide feedback in journals and workbooks.	Navas, Isabel	8/20/2015	Corrective and positive feed written in work sample or journals.	6/10/2016 weekly
G1.B1.S2.A1	Teachers will set up word walls to be more visual and gerated by students.	Navas, Isabel	10/1/2015	Word walls will be displayed in the classrooms. Students will utilize the words.	6/9/2016 monthly
G1.B1.S3.A1	Teachers will implement routine strategies to reduce the non-instructional times in their classroom.	Navas, Isabel	10/1/2015	Walkthrough and classroom observation	6/9/2016 monthly
G1.MA1	Reading and Math Coaches will be monitoring the strategies towards meeting the goal.	Trujillo, Mabel	10/1/2015	The school will implement a school instructional review process to determine the progress of academic achievment in all content areas.	6/10/2016 monthly
G1.B1.S1.MA1	Student journals and work sample	Navas, Isabel	8/24/2015	Observations of student work that shows teacher feedback.	6/10/2016 monthly
G1.B1.S1.MA1	Monitoring the student's journal or work sample displayed.	Navas, Isabel	8/24/2015	Observation of student work that shows teacher feedback.	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Students will use the word walls during their lesson.	Navas, Isabel	10/1/2015	Students will be able to go back to the word walls for clarification.	6/9/2016 monthly
G1.B1.S2.MA1	Students will create word wall that is visual to all.	Navas, Isabel	10/1/2015	Word Wall display in the classroom.	6/9/2016 monthly
G1.B1.S3.MA1	Instructional time is increased in the classroom.	Trujillo, Mabel	10/1/2015	Classroom walkthroughs and observations	6/9/2016 monthly
G1.B1.S3.MA1	Classroom Management tinternally and externally is improving.	Trujillo, Mabel	10/1/2015	Classroom observation	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Alpha Charter of Excellence will increase student achievement by improving core instruction in all content areas.

G1.B1 The school has an increase number of students classified as English Language Learners.

G1.B1.S1 Teachers will provide constructive feedback in the student work (positive and corrective).

PD Opportunity 1

Teachers will provide feedback in journals and workbooks.

Facilitator

Dana Vignale

Participants

All Faculty Members

Schedule

Weekly, from 8/20/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will provide feedback in journals and workbooks.				$49,127.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	5410 - Alpha Charter Of Excellence	General Fund		$2,500.00
		Notes: Iready software has been purchased to assess and monitor students in grades 3rd - 5th in Reading.				
	6400	110-Administrators	5410 - Alpha Charter Of Excellence	Title I Part A		$27,103.38
		Notes: Reading Coach will provide assistance in Reading for all teachers during Intensive Reading Course. The Coach will also assist teachers in implementing Reading Strategies across the curriculum, data driven chats and differentiated instruction.				
	6400	310-Professional and Technical Services	5410 - Alpha Charter Of Excellence	Title I Part A		$19,524.12
		Notes: The Coaches will also provide Professional Development trainings that include: FCIM, Reading Strategies, Data Instruction and Differentiated Instruction.				
2	G1.B1.S2.A1	Teachers will set up word walls to be more visual and gerated by students.				$0.00
3	G1.B1.S3.A1	Teachers will implement routine strategies to reduce the non-instructional times in their classroom.				$0.00
					Total:	$49,127.50