Miami-Dade County Public Schools

Alpha Charter Of Excellence

2018-19 Schoolwide Improvement Plan

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Alpha Charter Of Excellence

1217 SW FOURTH ST, Miami, FL 33135

www.alpacharterschool.com

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	F*

School Board Approval

N/A

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Alpha Charter of Excellence is to inspire all children to a life-long love of learning, excellence and academic success by maximizing student achievement through service learning activities and projects in a safe, nurturing and a Microsociety environment.

Provide the school's vision statement.

The vision is to provide a quality education to all students and prepare them to compete in the global economy through the collaborative efforts of administrators, teachers, parents and the community.

School Leadership Team

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

Name	Title
Navas, Isabel	Principal
Fernandez, Donna	Teacher, ESE
Trujillo, Mabel	Instructional Coach

Duties

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

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

Early Warning Systems

Year 2017-18

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

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

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

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

The number of students identified as retainees:

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

Date this data was collected

Friday 8/10/2018

Year 2016-17 - As Reported

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

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

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

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

Year 2016-17 - Updated

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

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

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

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

Part II: Needs Assessment/Analysis

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

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

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

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was proficiency and learning gains in Math. The school will be incorporating for this school year a Math interventionist that will assist teachers with students inside the classroom. Differentiated instruction will be evident this school year.

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

The math data component had the biggest gap when compared to the state average. The Math achievement % in Miami Dade County 69% and Alpha Charter of Excellence (ACE) was 44%.

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

Alpha Charter of Excellence exceeded the Miami Dade District in the ELA lowest 25th% learning gains. ACE received a 71% of learning gains and the District 59%. Overall, the Reading Achievement, learning gains and lowest 25th % learning gains increased tremendously from one year to the other.

The school's Science Achievement proficiency % also increased by 5% from the previous year.

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

The actions that lead the improvement areas is as follows:
1. Professional Development with MDCPS Innovation and School Choice (Academic Support Contract).
2. Instructional Review and Mentoring from the office of Innovation and School Choice (MDCPS).
3. Support Strategic Planning with Reading, Writing, Lesson Planning, Intervention Schedules and Data Chats
4. Reading Interventionist assisting students in the classrooms
5. Data Chats with parents, students and teachers
6. RTI during special area classes
7. Coaching and Mentoring new ELA / Reading teachers
8. Iready Reading Software
9. Differentiated Instruction evident in the classrooms
10. ELA / Reading Supplemental materials provided to teachers

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	62%	56%	30%	54%	52%
ELA Learning Gains	61%	62%	55%	47%	56%	52%
ELA Lowest 25th Percentile	71%	59%	48%	67%	52%	46%
Math Achievement	44%	69%	62%	24%	62%	58%
Math Learning Gains	36%	64%	59%	38%	60%	58%
Math Lowest 25th Percentile	25%	55%	47%	50%	49%	46%
Science Achievement	40%	58%	55%	14%	50%	51%

EWS Indicators as Input Earlier in the Survey

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	38%	61%	-23%	57%	-19%
	2017	41%	58%	-17%	58%	-17%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	47%	60%	-13%	56%	-9%
	2017	38%	57%	-19%	56%	-18%
Same Grade Comparison		9%				
Cohort Comparison		6%				
05	2018	57%	59%	-2%	55%	2%
	2017	35%	54%	-19%	53%	-18%
Same Grade Comparison		22%				
Cohort Comparison		19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	67%	-21%	62%	-16%
	2017	48%	65%	-17%	62%	-14%
Same Grade Comparison		-2%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	42%	68%	-26%	62%	-20%
	2017	47%	68%	-21%	64%	-17%
Same Grade Comparison		-5%				
Cohort Comparison		-6%				
05	2018	43%	66%	-23%	61%	-18%
	2017	47%	60%	-13%	57%	-10%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	40%	56%	-16%	55%	-15%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	37	58	67	41	33	26	28				
HSP	46	61	71	44	36	25	40				
FRL	45	60	70	43	35	25	38				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	33	55	57	46	64	64	27				
HSP	40	57	57	48	64	64	31				
FRL	41	60	62	49	64	62	38				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Teachers will guide their Math lessons through the pacing guides and use relevant sources to improve the proficiency levels across all grade levels.
Rationale	The pacing of the instructional materials is imperative in order to address all benchmarks before the Spring Assessment.
Intended Outcome	The proficiency level of the Math Assessment will increase from 44% to 54%. The overall learning gains will also increase from 36% to 65%. The lowest 25% learning gains will also increase from 25% to 75%.
Point Person	Donna Fernandez (935949@dadeschools.net)
Action Step	
Description	1. Pacing guides / Item Specs PD will be provided by the Math Coach; 2. Support Personnel will be assisting Math Teachers during instructional time; 3. Differentiated Instruction will be evident in the classroom; 4. Data chats with teachers, students and parents will be provided throughout the school year; 5. Small Group instruction will be provided to the lowest 25%; 6. Iready Math Assessment and monitoring software will be used throughout the school; 7. Iready Math Instructional Resources tools will also be evident in the classroom. 8. Math manipulatives will be used to enhance classroom strategies; 9. Identifying and practicing different types of questions asked on the FSA Math.
Person Responsible	Donna Fernandez (935949@dadeschools.net)
Plan to Monitor Effectiveness	
Description	Coaches and administrator will be conducting classroom walkthroughs and evaluations; Debriefing conversations with teachers will occur during the school year; PD and data chats sign in sheets will be evident; Reviewing Lesson plans throughout the year.
Person Responsible	Donna Fernandez (935949@dadeschools.net)

Activity #2	
Title	Teachers will focus on the ELA / Reading Benchmarks/Items Specification questions to improve the proficiency levels across all grade levels.
Rationale	Teachers and students need to have a better understanding of the items specifications for the Spring Assessments. The Assessment has had some updates to include Social Studies text, paper based vs computer based testing and teachers need to understand the grade level expectations.
Intended Outcome	The intended outcome is for the proficiency level to improve in the ELA/Reading Assessment during the spring. The intended goal is to go from 46% proficiency to 54%. The overall learning gains will improve from 61% to 65% and the lowest 25% learning gains will also increase from 71% to 75%.
Point Person	Mabel Trujillo (934297@dadeschools.net)
Action Step	
Description	1. Pacing guides PD will be provided by the Reading Coach; 2. Support Personnel will be assisting ELA/Reading Teachers during instructional time; 3. Differentiated Instruction will be evident in the classroom; 4. Data chats with teachers, students and parents will be provided throughout the school year; 5. Small Group instruction will be provided to the lowest 25%; 6. Interactive note book will be evident in the Reading Class; 7. Board configuration will be updated weekly on the white boards; 8. Iready Reading program will be monitored and Iready resources will be used; 9. Identifying different types of FSA Questions and providing strategies for the answer.
Person Responsible	Mabel Trujillo (934297@dadeschools.net)
Plan to Monitor Effectiveness	
Description	Coaches and administrator will be conducting classroom walkthroughs and observations; Debriefing conversations with teachers will occur during the school year; PD and data chats sign in sheets will be evident; Monitoring Iready Reading through data chats with teachers.
Person Responsible	Mabel Trujillo (934297@dadeschools.net)

Activity #3	
Title	Teachers wil use interactive notebooks and conduct labs for mastery of Science Benchmarks.
Rationale	The planning of science labs is imperative to increase the understanding of the benchmark in the Science Spring Assessment.
Intended Outcome	The Science 40% Proficiency will increase to 50%.
Point Person	Donna Fernandez (935949@dadeschools.net)
Action Step	
Description	1. Use of power points and videos that is evident in the resource section of the pacing guides; 2. Use of Elevate Science textbook with added labs; 3. Current vocabulary word wall will be evident in the classroom; 4. Use of interactive notebook to drive instruction; 5. Monitoring of the topic / quarterly assessment is Unify; 6. 5th grade will embed PSELL in their science activities.
Person Responsible	Donna Fernandez (935949@dadeschools.net)
Plan to Monitor Effectiveness	
Description	Coaches and administrator will be conducting classroom walkthroughs and evaluations; Debriefing conversations with teachers will occur during the school year; PD and data chats sign in sheets will be evident; Reviewing Lesson plans throughout the year.
Person Responsible	[no one identified]

Part IV: Title I Requirements

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

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

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

1. Communication: Schools and the parent community will communicate regularly and clearly about academic opportunities, school performance, student progress and parent/guardian activities.
Communication Activities:
· Parent Teacher / Administration Conferences
· School and Teacher Websites
· Blackboard Connect Messages to Parents by Phone
· Interim and Report Card Sent Home

· Agenda Communication

2. Parenting: Schools and the parent community will work together to support parenting skills and activities that prepare children for school and support ongoing achievement.
Parenting Activities:
· Curriculum/Open House Nights
· Meet and Greet Tour
· Parent Workshops
· Family Activity

3. Student Learning: Schools will encourage parents to support the academic achievement of their children.
Student Learning Activities:
· Continuous communication on academic progress
· Parent Workshops on Homework Support
· Curriculum and Testing Orientation

4. 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.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.

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.

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

Total:	**$79,000.00**