

Miami-Dade County Public Schools

Alpha Charter Of Excellence



2021-22 Schoolwide Improvement Plan

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Alpha Charter Of Excellence

1217 SW FOURTH ST, Miami, FL 33135

www.alpacharterschool.com

Demographics

Principal: Isabel Navas

Start Date for this Principal: 8/24/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (46%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	96%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cuadra, Maria	ELL Compliance Specialist	<p>The primary responsibilities are to provide leadership on the ELL Team in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL Program protocols and procedures. The ELL Coach will be able to assist teachers in the classroom, monitor data, provide curriculum resources for students, complete walkthroughs. Finally, she will provide intervention to those identified students.</p>
Fernandez, Donna	Teacher, ESE	<p>The ESE Specialist will be responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or curriculum, statewide assessments, and accountability systems. Specialists assist schools in demonstrating full and satisfactory implementation of the Individuals with Disabilities Education Act (IDEA) and implementing the Elementary and Secondary Education Act (ESEA) requirements. Specialists provide leadership in the development and implementation of intervention plan. Finally, she will be part of intervention and collaboration services with those identified students.</p>
Uribe, Martha	Instructional Coach	<p>The Math / Science Instructional Coach will provide instructional support and coaching to all teachers as they work to ensure that each student is able to reach his or her academic potential. The primary role is to work with math / science teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. The implementation of intervention, walkthroughs and lesson delivery will be also part of the responsibilities. Finally, the Instructional Coach will be reporting to the leadership team throughout the school year.</p>
Trujillo, Mabel	Reading Coach	<p>The Reading Coach will provide instructional support and coaching to teachers as they work to ensure that each student is able to reach his or her academic potential. The Coach's primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to teachers and the leadership team, the Reading Coach is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each teacher's content area b) supporting teachers in the design of units and lessons for the development of their year-long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the leadership team in the school to support sharing of best practices. She will be responsible for intervention of those identified students.</p>

Demographic Information

Principal start date

Tuesday 8/24/2021, Isabel Navas

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

291

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	39	52	57	24	57	0	0	0	0	0	0	0	291
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	0	2	1	10	1	2	0	0	0	0	0	0	0	16
Course failure in Math	0	1	0	3	1	12	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	8	34	12	11	35	0	0	0	0	0	0	0	100
Level 1 on 2019 statewide FSA Math assessment	0	11	22	27	16	34	0	0	0	0	0	0	0	110
Number of students with a substantial reading deficiency	0	0	0	18	6	9	0	0	0	0	0	0	0	33

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	20	12	11	31	0	0	0	0	0	0	0	78

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	12	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - 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	
Number of students enrolled	40	52	49	37	59	56	0	0	0	0	0	0	0	293
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	
Number of students enrolled	40	52	49	37	59	56	0	0	0	0	0	0	0	293
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	62%	57%	46%	62%	56%
ELA Learning Gains				57%	62%	58%	61%	62%	55%
ELA Lowest 25th Percentile				61%	58%	53%	71%	59%	48%
Math Achievement				51%	69%	63%	44%	69%	62%
Math Learning Gains				64%	66%	62%	36%	64%	59%
Math Lowest 25th Percentile				56%	55%	51%	25%	55%	47%
Science Achievement				45%	55%	53%	40%	58%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	44%	60%	-16%	58%	-14%
Cohort Comparison						
04	2021					
	2019	45%	64%	-19%	58%	-13%
Cohort Comparison		-44%				
05	2021					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	67%	-21%	62%	-16%
Cohort Comparison						
04	2021					
	2019	66%	69%	-3%	64%	2%
Cohort Comparison		-46%				
05	2021					
	2019	42%	65%	-23%	60%	-18%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	53%	-7%	53%	-7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The Iready Data was used to determine the proficiency levels of all Kindergarten through second grades. The 2021 FSA State Assessments and the FCAT Science 2.0 were used to compile data for all students in grades third through fifth.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27%		
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42%		
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%		
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46%		
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%		
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19%		
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%		
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%		
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46%		
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30%		
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	30%		
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD											
ELL	37	53	62	28	32	43	28				
HSP	38	56	67	28	32	43	29				
FRL	37	55	67	29	31	38	28				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	44	54	59	51	63	56	43				
HSP	47	57	61	51	64	56	45				
FRL	47	56	61	51	64	56	45				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend across all content areas is improving the proficiency levels in Reading and Math. Reading across all content areas, implementing best practices, reading strategies and math manipulatives will assist in increasing the percent of students on grade level.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In the progress monitoring of the 2019 state assessment, the school implemented reading intervention plans that assisted the students and the overall learning gains. In the 2021 state assessment, the overall learning gains were stable; however, the lowest 25% students learning gains increased by 6%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

This school year the goal is to increase the proficiency levels of Reading, Math and Science. The school has dedicated coaches to assist teachers and students in the classroom. Also, intervention pull out and push in models are implemented based on data.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The progress monitoring on the 2019 state assessment show the Math learning gains to be the most improved. The Math proficiency level and learning gains improved tremendously.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The school dedicated an action plan which included an intervention support personnel to assist teachers in the classroom. Intervention plan both push in and pull out was implemented throughout the school year. Data analysis was conducted with all stakeholders.

What strategies will need to be implemented in order to accelerate learning?

The school's curriculum has above grade level activities for identified students. Students also participate in the gifted social studies class. The school also has resources to assist teachers in acceleration in teaching and learning with different platforms (Gizmos, Iready).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The coaches provide training to the teachers at the school level. Also, teachers and support staff participate in District's PD opportunities as presented throughout the school year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The school will continue to update the action plan to improve and ensure sustainability. The school has hired intervention personnel to assist with the overall improvement plan.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale: The school will improve the Reading proficiency level by 10%.

Measurable Outcome: The measurable outcome and monitoring will be based on the Iready Reading tests assigned throughout the school year. The overall proficiency level currently is 38%. The goal will be to improve up to 48%.

Monitoring: The teachers will be using these strategies to engage and assist students in learning process. The teachers will be using best practice and reading strategies to improve and achieve the ultimate goal. The Reading Coach, ESE Specialist and ELL coordinator will be monitoring the desired outcome with walkthroughs, data analysis, common planning meetings, modeling best practices and assist teachers in the classroom.

Person responsible for monitoring outcome: Mabel Trujillo (934297@dadeschools.net)

Evidence-based Strategy: The strategies to Implement will be:
 1. Using Prior Knowledge / Previewing
 2. Predicting
 3. Context Clues
 4. Identifying main idea and summarization
 5. Higher order questioning
 6. Making inferences
 7. Visualizing (ELL students)
 8. Scaffolding

Rationale for Evidence-based Strategy: The teachers will be using these strategies to engage and assist students in learning process. The teachers will be using the pacing guides and new Reading series timeline to enhance learning. The school has the following resources: Iready Tool Box, Ellevation Activities (ELL), Intervention program, and Imagine Learning Software. Using the strategies, the students are able to comprehend the reading stories better and answer questions.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: The school will improve the Math proficiency level by 10%.

Measurable Outcome: To increase student achievement by improving core instruction. The measurable outcome and monitoring will be based on the Iready Math tests assigned throughout the school year. The overall proficiency level currently is 28%. The goal will be to improve up to 38%.

Monitoring: Data from the Iready Math Tests and Performance matters will be used to monitor the data and outcome of the goal.

Person responsible for monitoring outcome: Martha Uribe (925380@dadeschools.net)

The teachers and Coach will be focusing this school year on the following strategies and will be monitored with fidelity:

Evidence-based Strategy:

- Engage with manipulatives and real life project based learning
- Math Interactive Journals
- Using Visuals
- Using Strategies to assist our ESE and ELL population
- Understand how repeated addition is related to multiplication.
- Prescribe i-Ready lessons
- Use of educational videos
- Small / Collaborating Group Activities

Rationale for Evidence-based Strategy: The teachers will be using these strategies to engage and assist students. Students are able to apply these strategies when completing their assignments and participating in tests. The resources used for Math will be Iready Math, Reflex Math, teaching videos, and manipulatives. These resources enhances critical thinking skills leading to classroom objectives being met.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale: The school will improve the Science proficiency level by 10%.

Measurable Outcome: To increase student achievement by improving core instruction. The measurable outcome and monitoring will be based on the Quarter Science, Baseline, Mid Year and Post tests assigned throughout the school year. The overall proficiency level currently is 30%. The goal will be to improve up to 40%.

Monitoring: The teachers will be utilizing questioning techniques that engage the student. They will enhance their Science curriculum with resources such as experiments / labs, hands on activities, and videos. The teachers will have an interactive Science journal. The Science Coach will assist classroom teachers and provide data chats. Lesson plans will include a variety of instructional techniques and activities. Positive feedback will be evident. Teachers

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: The evidence-based strategy for this area of focus is:
 1. Participating in the Science Fair Project so that students can develop their inquiry and investigation skills
 2. Participating in experiments, labs and writing lab reports and observations
 3. Students will be making predictions, inferences and answer high order questions
 4. Visualizing (ELL students)
 6. Interpreting and documenting their data
 7. Presentations of projects either in small group / individual

Rationale for Evidence-based Strategy: The rationale is to improve the overall proficiency levels in Science. These strategies will enhance learning and students will be able to make connections with the content learned.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

This website: SafeschoolsforAlex.org is not currently working and I am unable to get discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school has addressed a positive school culture and environment by establishing a positive and stable relationships among staff, students, parents and community leaders. All stakeholders share a responsibility and can provide input in the overall school culture and address any concerns. ACE believes all children also should feel they are known and supported in school. The administration of the school distributes survey to families to fill out to analyze a formal way of knowing how they are feeling about the overall climate of the school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The leadership team together with Principal have a high visibility and accessibility to all stakeholders. They have welcome spaces where they are able to communicate their concerns and strategize best practices. Furthermore, through different meetings and trainings (EESAC, Board, Parent Academies), the school is able to understand, hear concerns, and make decisions based on parent, student and community leader's input.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	690-Computer Software	5410 - Alpha Charter Of Excellence	Other		\$0.00
			<i>Notes: Curriculum Associates LLC Reading with progress monitoring and assessments.</i>			
	6400	690-Computer Software	5410 - Alpha Charter Of Excellence	Other		\$0.00
			<i>Notes: Curriculum Associates Tool Box supplemental materials for intervention</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	6400	690-Computer Software	5410 - Alpha Charter Of Excellence	Other		\$0.00
			<i>Notes: Iready Math with progress monitoring and assessment.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	5410 - Alpha Charter Of Excellence	Other		\$0.00
			<i>Notes: Discovery Education (Science) Videos and resources to enhance science labs and lessons.</i>			
					Total:	\$0.00