Alpha International Academy

2021-22 Schoolwide Improvement Plan

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Alpha International Academy

121 S 24TH AVE, Hollywood, FL 33020

alphainternationalacademy.com

Demographics

Principal: Wayne Neunie

Start Date for this Principal: 10/26/2015

2019-20 Status (per MSID File)	Closed: 2022-08-16
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)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: B (58%) 2017-18: B (57%) 2016-17: B (61%)
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 Broward 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	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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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.

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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 International Academy is to provide a positive nurturing environment with an exciting, rigorous academic program where students learn to become responsible citizens, life-long learners and community leaders in a competitive world.

Provide the school's vision statement.

N/A

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
Neunie, Wayne	Principal	Provide strategic direction, develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures. Oversee day-to-day school operations Manage school logistics Set learning goals for students and teachers based on state curricula Monitor and evaluate teacher performance Present data from school performance to board members Research new resources and techniques to improve teaching Review and implement school policies Provide guidance and counseling to teachers Handle emergencies and school crises Ensure a safe and clean environment for students (follow CDC guidelines for the COVID-19) Attend conferences to gain knowledge on current educational needs and trends
Beckford, Lois	Teacher, ESE	Exceptional Student Education (ESE) Specialists is responsible for providing support to school to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems Exceptional Student Education Specialists is responsible for providing support to school to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. Specialists assist the school in demonstrating full and satisfactory implementation of the Individuals with Disabilities Education Act (IDEA). Specialists provide leadership in the development and implementation of the ESE Strategic Action Plans that are aligned to the School Strategic Plan. Serves member of ESE Leadership Team. • Provides leadership in the development and implementation of the ESE Strategic Action Plans that are • Provides recommendations for ESE staffing model and service delivery. • Assists school in the decision-making process required for determining accommodations for students with • Assists school in implementing all processes required for the FTE survey weeks. • Systematically shares data with to assist school staff in monitoring the achievement of students • Develops processes to monitor the achievement of students with disabilities. • Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements. • Monitors accurate reporting of students during FTE survey weeks. • Serves as Local Education Agency (LEA) representative, as required. • Performs other related duties as required.

Name	Position Title	Job Duties and Responsibilities
Denski, Melinda	Curriculum Resource Teacher	Curriculum coordinator is responsible for providing instructional leadership across subject areas. Position objectives include studying, evaluating, and implementing research-based curriculum and instruction; providing leadership in the development, articulation, and implementation of an instructional program; improving the instructional program by assisting with program evaluation; and assisting in the coordination of relevant staff development. • Serves as a resource person in curriculum and instruction across subject areas. • Provides leadership to assure correlation between school curriculum and state standards. • Develops, coordinates, and monitors the program of instruction for academic programs and oversees updates of the curriculum. • Provides input for the Teaching and Learning budget. • Previews new instructional materials and arranges for piloting by teachers. Studies and evaluates new instructional techniques for possible use by classroom teachers. • Assists in the evaluation of academic programs, grading and assessment, and their effect on student achievement. • Leads and coordinates staff development. • Assists teaching staff with the implementation of curriculum and instructional materials. • Develops and implements follow-up plans for curriculum revisions and instructional materials adoptions. • Assists in the selection of K-5 instructional materials. • Works with the principal and teams to develop and implement the school improvement process (data analysis, goal setting, action plans, etc). • Assists with coordination of instructional support for new teachers. • Performs other duties as assigned.

Demographic Information

Principal start date
Monday 10/26/2015, Wayne Neunie

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.*
0

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.*
0

Total number of teacher positions allocated to the school
0

Total number of students enrolled at the school
72

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

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	10	10	19	7	17	9	0	0	0	0	0	0	0	72
Attendance below 90 percent	2	2	1	0	1	0	0	0	0	0	0	0	0	6
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	1	0	1	0	0	0	0	0	0	0	0	2

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	1	1	0	2	0	0	0	0	0	0	0	4

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

Date this data was collected or last updated
Wednesday 9/15/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	10	10	19	7	17	9	0	0	0	0	0	0	0	72
Attendance below 90 percent	2	2	1	0	1	0	0	0	0	0	0	0	0	6
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5

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

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

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	
Students retained two or more times	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				56%	59%	57%	58%	56%	56%
ELA Learning Gains				63%	60%	58%	67%	57%	55%
ELA Lowest 25th Percentile					54%	53%		51%	48%
Math Achievement				56%	65%	63%	47%	62%	62%
Math Learning Gains				71%	66%	62%	56%	60%	59%
Math Lowest 25th Percentile					53%	51%		47%	47%
Science Achievement				42%	46%	53%		49%	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	36%	60%	-24%	58%	-22%
Cohort Comparison						
04	2021					
	2019	45%	62%	-17%	58%	-13%
Cohort Comparison		-36%				
05	2021					
	2019	74%	59%	15%	56%	18%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	36%	65%	-29%	62%	-26%
Cohort Comparison						
04	2021					
	2019	50%	67%	-17%	64%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-36%				
05	2021					
	2019	74%	64%	10%	60%	14%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	49%	-9%	53%	-13%
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 school uses iReady as its progress monitoring tool for grades K-5 and FLKRS for Kindergarten

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	17	33
	Economically Disadvantaged	40	40	33
	Students With Disabilities	33	20	30
	English Language Learners	33	30	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	38	46
	Economically Disadvantaged	42	38	50
	Students With Disabilities	32	36	36
	English Language Learners	42	40	48
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	57	50
	Economically Disadvantaged	40	40	50
	Students With Disabilities	33	30	45
	English Language Learners	40	40	55
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	40	54
	Economically Disadvantaged	33	40	40
	Students With Disabilities	40	33	40
	English Language Learners	45	40	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	20	13
	Economically Disadvantaged	33	20	20
	Students With Disabilities	20	13	13
	English Language Learners	22	13	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	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
BLK	33	30		10							
FRL	38	30		12							
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	42	60		42	47						
BLK	55	70		58	83		46				
HSP	55	62		36	46						
FRL	56	68		53	68		38				
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	33			27							
BLK	64	75		57	59						
HSP	42			25							
FRL	55	67		43	50						

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	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	80
Total Components for the Federal Index	4
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

After analyzing the data students struggled to make progress. The overall school improvement was 3% compared to the past where we have routinely seen a 35% 45% increase from AP1 to AP3. The minimal improvement can be contributed to the pandemic, specifically the number of students on-line versus in person, the change instruction (teaching both on-line and in-person simultaneously) and virtual academic camp versus in person and in-person intervention. Ell and ESE students continued to receive services however as with all instruction it was implemented virtually.

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

Based on the 2019 state assessment and the current progress monitoring the greatest need is phonics and vocabulary. According to the current progress data the students dropped significantly in phonics and maintained in vocabulary. The greatest need for improvement that will assist the students in making significant progress will be phonics. Phonics is the foundational pillar to reading. This is not the only area of need but we need to build from the ground up.

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

The major contributing factor to the minimal academic improvement was the pandemic, specifically the number of students on-line versus in person, the change instruction (teaching both on-line and in-person simultaneously) and virtual academic camp versus in person.
Now all students will be starting the school year in-person. We will implement the in-person plan that has worked for us. We will provide those students below grade level intensive instruction, intervention and direct instruction to improve their academic achievement. The school will invest in additional curriculum resources, programs and will provide students with an extended learning opportunity to increase student achievement in reading. We will offer our academic camp the first and second semester.

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

After analyzing the progress monitoring data the students made significant progress in phonics, vocabulary, and comprehension. This is supported by how well the students scored on the state assessment. Overall the students performed well in reading. 56% of the students were on grade level compared to the state average of 57%. The school outperformed the district and the state in the are of Learning gains. 63% of the students had learning gains compared to the states 58%

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

The improvement can be contributed the intensive reading program, intervention, and direct reading program. As a school we met our goal for reading proficiency. The school invested in additional supplemental reading curriculum resources, programs to provide students more reading opportunities and a focus on phonics the last hour of the day.

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

School will do the following to accelerate learning: The school must be deliberate in its approach. Increase instructional reading block time in the morning to in the morning will consist of 2 hours and 1 hour in the afternoon.
A. Reading instruction is administered for 2 hours in the morning and 1 hour in the afternoon. The morning reading block consist of whole group instruction, small group, differentiated instruction, centers, independent reading and iReady.
B. The afternoon reading block consist of Primary Phonics instruction and Phonics for reading. Students are given an assessment placed in groups according to their phonics level.
C. Trained teacher assistants will provide push-in and pull-out to tier II and tier III. The push-in will allow students to receive the individual or small group instruction they need without having to leave the classroom. The pull-out instruction gives the student an opportunity to receive instruction in the area(s) they are having difficulty, they may receive small group or individual intervention.
D. IReady is our PMP as well an additional supplemental reading program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week.
E. All teachers are required to develop a Focus Calendar
F. Teachers will continue to follow the districts K-12 Comprehensive Reading Plan.
G. All teachers will receive professional development in differentiated learning
H. The principal will monitor implementation of the school wide plan through classroom walkthroughs and classroom observations.

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.

Teachers will receive professional development in the following areas; iReady, Phonics for reading, Benchmark Advance, differentiated learning, USA Testprep, Accelerated Reader and STAR.

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

The school has a roadmap for student growth and learning success. The plan was sustainable for in-person but was very difficult to maintain virtually. The school is currently working on instructional continuity plan that will ensure continued student learning and growth if students are required to transition to remote learning. However the in-person model we have is proven and tested. The instructional reading block in the morning will consist of 2 hours and 1 hour in the afternoon. The school purchased the Benchmark Advance curriculum that is more aligned to the state standards and is a 5-year curriculum adoption. In addition to there books, workbooks they have a comprehensive digital program. Monitoring and oversight will ensure all strategies are implemented and successful.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2019 state assessment and the current progress monitoring the greatest need is phonics. According to the current progress data the students dropped significantly in phonics and maintained in other areas. The greatest need for improvement that will assist the students in making significant progress will be phonics. The decision to focus on phonics is not just based on the current data but previous years data in reading. Phonics is the foundation for reading. Phonics allows young readers to develop their reading comprehension and decode new words as they read a skill that is essential for them to read unfamiliar words by themselves. Having letter-sound knowledge will allow students to make the link between the unfamiliar print words to their spoken knowledge.
Measurable Outcome:	Our goal is for 55% of the students in grades K-2 to be proficient in reading and for 51% of students in grades 3-5 to be proficient in reading. Learning gains goal – AP1 – AP3 60% of the students will have learning gains.
Monitoring:	The principal, curriculum coordinator and ESE specialist will monitor student progress through: iReady progress monitoring data, classroom walkthroughs, classroom observations, data chat meetings, progress monitoring data analysis, reviewing lesson plans, reviewing teacher focus calendar, reviewing phonics workbooks and assessments
Person responsible for monitoring outcome:	Wayne Neunie (charter5421@browardschools.com)
Evidence-based Strategy:	PHONICS for Reading is a systematic, research-based intervention program that accelerates instruction for struggling readers by equipping them with the tools necessary to decode with confidence. PHONICS for Reading also ties seamlessly into the i-Ready Assessment data, enabling the school to identify the population of students in need and the level of support each student requires.
Rationale for Evidence-based Strategy:	The phonics for reading program has been implemented at the school in past when the data showed major deficiencies in reading. Students are struggling in reading therefore the school will implement a research-based intervention program that has been successful at the school in the past. The school will use phonics for reading, iReady, and the Ready Florida LAFS.

Action Steps to Implement

1. Purchase iReady, Phonics for Reading and Ready Florida
2. Test students – Once students have been tested they will be placed the appropriate phonics groups. Phonics groups will begin the 2nd week in October.
3. Create Daily schedule to accommodate the area of focus
A. Reading instruction is administered for 2 hours in the morning and 1 hour in the afternoon. The morning reading block consist of whole group instruction, small group, differentiated instruction, centers, independent reading and iReady.
B. The afternoon reading block consist of Primary Phonics instruction and Phonics for reading. Students are given an assessment placed in groups according to their phonics level.
C. IReady - Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week.

Person Responsible	Melinda Denski (mdenski@alphainternationalacademy.com)

Additional Schoolwide Improvement Priorities

Using the 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.

N/A

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.

N/A

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

N/A

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
		Total:	$0.00