Alpha Charter Of Excellence

2022-23 Schoolwide Improvement Plan

Table of Contents

Alpha Charter Of Excellence

1217 SW FOURTH ST, Miami, FL 33135

www.alpacharterschool.com

Demographics

Principal: Isabel Navas

Start Date for this Principal: 7/1/2012

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (44%) 2018-19: B (55%) 2017-18: C (46%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Cuadra, Maria	ELL Compliance Specialist	The ELL Coordinator: 1. Responsible for planning, delivering, and presenting ELL services to students. 2. Develops appropriate curriculum materials, strategies and assessment tools needed to serve our ELL population. 3. Demonstrats lessons and provides mentoring for our classroom teachers. 4. Supports and provides information relative to instructional and staff development. 5. Assist with RTI intervention. 6. Prepares and Attends ELL committee meetings accordingly. 7. Monitors and Maintains ELL compliance with the district. 8. Creates and updates all ELL folders and cums. 9. Performs related work as required or as assigned by the supervising administrator or his/her designee.
Fernandez, Donna	Other	The ESE Specialist: 1. Completes all required forms related to eligibility and placement of exceptional education and/or Section 504 students. 2. Assists the IEP/EP team in identifying the range of placement options and determining the least restrictive environment. 3. Makes referrals to FDLRS-South, outside agencies, professional organizations, support groups, websites, and/or region/district staff when additional diagnostic data, services or additional information is needed. 4. Provides follow-up services related to implementation of the IEP/EP/ Section 504 Accommodation Plan and/or mediation agreement and maintenance of required records (including cumulative and electronic records) at the school level, monitoring records for compliance with federal, state and district mandates.

Name	Position Title	Job Duties and Responsibilities
		5. Provides follow up services relative to inclusion practices for individual students and/or school wide implementation. 6. Explains procedural safeguards and assures compliance with due process procedures at all IEP/EP/Section 504 meetings. 7. Performs related work as required or as assigned by the supervising administrator or his/her designee. 8. Attends all committee, special education, and parent meetings. 9. Monitors and Maintains ELL compliance with the district. 10. Updates the ESE Cum folders. 11. Provides RTI intervention services to those students identified.
Trujillo, Mabel	Reading Coach	Reading Coach: 1. Assists with the coordination and implementation of the the K-12 Reading Comprehension Plan. 2. Utilizes the coaching model (planning, demonstrating, providing feedback) with all teachers. 3. Provides PD for the teachers and staff aligned to the needs of the student. 4. Provides RTI intervention services to students and monitors the intervention with the teachers. 5. Performs related work as required or as assigned by the supervising administrator or his/her designee. 6. Monitors and provides feedback for Differentiated Instruction. 7. Monitors student data and provides data chats with teachers. 8. Assists with scheduling testing during the school year. 9. Prepares and participates in parent workshops.
Uribe, Martha	Instructional Coach	Math Coach: 1. Assists with the coordination and implementation of the comprehensive Math Plan.

Name	Position Title	Job Duties and Responsibilities
		2. Utilizes the coaching model (planning, demonstrating, providing feedback) with all teachers. 3. Provides PD for the teachers and staff aligned to the needs of the student. 4. Provides RTI intervention services to students and monitors the intervention with the teachers. 5. Performs related work as required or as assigned by the supervising administrator or his/her designee. 6. Monitors and provides feedback for Differentiated Instruction. 7. Monitors student data and provides data chats with teachers. 8. Assists with scheduling testing during the school year. 9. Prepares and participates in parent workshops.
Navas, Isabel	Principal	The Principal will: 1. Plan, organize, administer, manage and coordinate all education programs. 2. Supervise all professional, paraprofessional, clerical, custodial, and other personnel. 3. Promote and cultivate a school climate that values student voice and designs authentic student learning experiences. 4. Responsible for all aspects within the School Improvement Plan. 5. Participate and maintain an effective and culturally responsive learning environment among the entire school community. 6. Serve as an instructional leader for the school and drives teaching and learning designed to meet the needs of students. 7. Initiate, facilitate, design and implement programs and scheduling to meet student's needs. 8. Act as a liaison between the school, and the local community encouraging the community to participate in the educational process as part of the overall school life. 9. Plan and facilitate staff orientation and has responsibility for building

Name	Position Title	Job Duties and Responsibilities
		professional development programs. 11. Oversees the evaluation of teacher performance through MDCPS. 12. Coordinates and supervises support functions such as maintenance, security, food services, recreational programs, and financial/budgeting and accounting functions, etc. 13. Reports to the school board of directors. 14. Performs other such duties as may be assigned by the governing board members.

Demographic Information

Principal start date
Sunday 7/1/2012, Isabel Navas

Number of teachers with a 2022 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 2022 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
23

Total number of students enrolled at the school
265

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.
0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	35	61	42	60	42	25	0	0	0	0	0	0	0	265
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	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 2022 statewide FSA ELA assessment	0	0	0	16	4	24	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	10	26	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Monday 7/25/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	62%	56%				48%	62%	57%
ELA Learning Gains	53%						57%	62%	58%
ELA Lowest 25th Percentile	50%						61%	58%	53%
Math Achievement	40%	58%	50%				51%	69%	63%
Math Learning Gains	53%						64%	66%	62%
Math Lowest 25th Percentile	50%						56%	55%	51%
Science Achievement	26%	64%	59%				45%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	60%	-16%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	45%	64%	-19%	58%	-13%
Cohort Comparison		-44%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	67%	-21%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	66%	69%	-3%	64%	2%
Cohort Comparison		-46%				
05	2022					
	2019	42%	65%	-23%	60%	-18%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	53%	-7%	53%	-7%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	7	50		7	50						
ELL	38	53	50	42	53	52	21				
HSP	38	52	50	41	52	50	26				
FRL	38	52	50	40	52	50	26				
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											

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
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
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	62
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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. Reading across all content areas, implementing best practices, and applying strategies. In math, using mainpulatives and best practices to answer questions. In science, allowing time for students to do lab investigations and reporting the findings.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need is in Reading. The learing gains are in the 50% range; however the proficiency is at 38%.

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 school will be adding interventionists to servce students in a pull out / push in model. The coaches will be working with teachers and modeling best practices. The lowest 25% students will have intervention with the SPED Specialist.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The FSA 2021-2022 data shows Reading proficiency level need the most improvement. Science proficiency level also went down from 30% to 26%. Therefore, teachers will focus on science lab investigation. The master schedule has been set with the hour lab in grades 2nd-5th.

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

The school has had a high registration of students migrating from different countries. The student's primary language is not English. We have a high population of ELL students. The majority of our students struggle in phonics and vocabulary skills.

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

The school's curriculum has above agrade level activities for identified sutdents. New this year, the math textbook has accelearted curriculum starting in 3rd grade. Teachers will be pulling out those identified students to accelerate learning. The school also has gifted during Social Studies. These students are taught by a gifted teacher and are challenged during classed.

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 school participates in the District's PD opportunities as well as Beacon Educator. In addition, our leadership team provides in house PD for teachers based on the area of need. The school also

participates in conferences during the school year for our leadership team. Online and physical PD opportunities are available.

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 monitor the SIP and ensure sustainability. In addition, the school partnered with Holistic Learning to assist us with all of the ESE compliance and support for our ESE students and students needing additional intervention.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The school will improve the overall learning gains by 5%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The measurable outcome and monitoring will be based on the FAST and the Iready progress monitoring assessments. The overall learning gains will increase from 53% to 58%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will be providing walkthroughs and data chats with the homeroom teachers. Coaches will be meeting with teachers during common planning times, modeling best practices and assisting teachers in the classroom. Data will be analyzed three times per school year.
Person responsible for monitoring outcome:	Mabel Trujillo (934297@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Using Prior Knoweldge / Previewing Rigorous Teaching / higher order level thinking Predicting and answering open ended questions Content Clues - building vocabulary skills Making inferences / using the benchmark clarification (B.E.S.T Standards) Visualizing (ELL Students) Applying best practices, CRISS Strategies Scaffolding Using Vertical Progression with the B.E.S.T Standards
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for these specific strategies is the reading overall learning gains for the past school year dropped by 4%. The updated strategies specified in the evidence based will assist the overall learning gains and increase student reading skills.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The school will improve the overall learning gains by 5%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome and monitoring will be based on the FAST and the Iready progress monitoring assessments. The overall learning gains will increase from 53% to 58%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will be providing walkthroughs and data chats with the homeroom teachers. Coaches will be meeting with teachers during common planning times, modeling best practices and assisting teachers in the classroom. Data will be analyzed three times per school year.
Person responsible for monitoring outcome:	Martha Uribe (925380@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Using Prior Knoweldge / Previewing Rigorous Teaching / higher order level thinking Predicting and answering open ended questions Content Clues - building vocabulary skills Making inferences / using the benchmark clarification (B.E.S.T Standards) Visualizing (ELL Students) Applying best practices, Usiing Manipulatives Using Vertical Progression with the B.E.S.T Standards
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for these specific strategies is the math learning gains need to continue to increase for the overall school performance to increase to a "B."

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The school will improve proficiency level will increase by 5%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The measurabel outcome and monitoring wil be based on the quarter science assessment, baseline, mid year and post tests. the overall prficiency level is 26%. The goal will be to increase it to 35%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The teachers will be utlizing questioning techniques that engage the student. They will enhance their Science curriculum and resources such as experiments / labs, hands on activities and using science videos for lessons. The teachers ill have in place student interactive journals. Administration will provide assistace to teachers, meet with them to analyze the data, review lessons plans and observe with classroom walkthroughs.
Person responsible for monitoring outcome:	Martha Uribe (925380@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence based strategy for this area of focus is: 1. Participating in Science Fair Projects so students are able to develp their inquiry skills and use higher order thinking. 2. Participate in labs, written reports and make observations. 3. Students will make predictions, infrerences and answer higher level questioning. 4. Visualization (ELL students) 5. Interpreting and documenting their data throughout the school year. 6. Presenting projects, labs and other science related activities.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale is to improve the overall proficiency levels in Science. These strategies will enhance learning and students will be able to make real life connections.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The percentage of students on grade level in Reading is at 38%. Therefore, 62% of the students at ACE are not on track to be in proficiency level. The data that will be used during this school year is Iready AP1, AP2 and AP3 assessments. The Iready progress monitoring tools and growth monitoring will also be implemented. The school will also use the data from the FAST STAR K-2nd.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The percentage of students on grade level in Reading is at 38%. Therefore, 62% of the students at ACE are not on track to be in proficiency level. The data that will be used during this school year is Iready AP1, AP2 and AP3 assessments. The Iready progress monitoring tools and growth monitoring will also be implemented. The school will also use the data from the FAST STAR CAI.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The school has an effective intervention program addressing the needs and weaknesses of the student. Selected students will be pulled out of special area classes and foundational reading skills and math skills will be retaught in a smaller group setting. The data used this year will be the Iready growth montioring system.

Grades 3-5: Measureable Outcome(s)

The school has an effective intervention program addressing the needs and weaknesses of the student. Selected students will be pulled out of special area classes and foundational reading skills and math skills will be retaught in a smaller group setting. The data used this year will be the Iready growth montioring system.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The area of focus is Reading phonics and vocabulary.
The area of focus for Math is number sense and algebratic thinking.
The ara of focus for Science is labs and science vocabulary.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Navas, Isabel, 929806@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Understanding and teaching of the new B.E.S.T. Standards
Standards will be fully implemented in the 2022-2023 school year along
with aligned instructional materials and statewide assessments.

Collaborative Planning: opportunity for teachers to come together to consult with
colleagues and deepen skills with the goal of improving student achievement.

Differentiation: to ensure students educational equity through instruction that matches the
students' readiness level and ability.

Instructional Coaching: increase teacher's pedagogy through knowledge of school
improvement initiatives, content standards, disciplinary literacy, effective instruction, and
assessment practices.

Professional Learning: the means by which teachers, school-based leaders, and other staff build instructional practice that improve student learning.

Professional Learning Communities: a practice that fosters collaborative learning among colleagues that focuses on improving a problem of practice.

Small Group Instruction: a method to reinforce or reteach specific skills and concepts.

Student Engagement: The capacity in which students make an internal investment in their educational growth.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

  ◦ Do the evidence-based practices/programs address the identified need?

  ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Yes, these practices and programs do address the need of our students. At ACE, our learning gains are at 50% or higher in overall learning gains and the lowest 25%.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

  ◦ Literacy Leadership

  ◦ Literacy Coaching

  ◦ Assessment

  ◦ Professional Learning

Action Step	Person Responsible for Monitoring
The reading coach will provide assistance to teachers in the classroom. Mentoring and collaboration will be implemented during common planning time. Leadership team will be providing small PD activities for teachers depending on their area of need.	Trujillo, Mabel, 934297@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.

In addition the school has a partnership with the Marlins Foundation, Kiwanis Little Havana and U Health. These organization provide services throughout the school year and assist our community. The school has participated in the following: Food Drives, School Supply Distribution, Toy Drive, Ronald McDonald Donations, Parent Workshops, and other activities to assist our students and their families.