Academir Charter School West

2016-17 Schoolwide Improvement Plan

Academir Charter School West

14880 SW 26TH ST, Miami, FL 33185

www.academircharterschoolwest.com

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	B	A

*Informational Baseline School Grade

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

School Board Approval

N/A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Academir Charter School West

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of AcadeMir Charter School West is to provide students with a well-rounded elementary school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

b. Provide the school's vision statement.

The vision for AcadeMir Charter School West is to provide students with a challenging and rigorous curriculum enabling students to be well prepared for life through adherence to the mission, shared purpose, and clearly articulated goals.

2. School Environment

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

The purpose of AcadeMir Charter School West (ACSW) is to prepare students to reach their maximum potential in all subjects with special emphasis on mathematics, science, and reading. Student culture and diverse backgrounds are taken into account to build upon their knowledge, and the unique individualized needs of each student. Teachers and students build a positive and nurturing relationship based on academic and social emotional.

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

To provide the best learning environment, AcadeMir will be using a Positive Behavior System. The goal is to create a social culture in our school building that will encourage positive behaviors and interactions, while discouraging problem behaviors. Students who display exceptional behavior, who are respectful, responsible, ready to learn, and demonstrate integrity each day are invited to join the 3R's Plus Club.
Our focus is on positive recognition to reinforce appropriate behavior and choices. ACSW's approach to classroom management will be a consistent behavior management system that will maximize instruction and learning. ACSW uses a proactive and positive approach to classroom management. ACSW implements the 3R's Plus Club – Respect, Responsibility,Readiness Ready to Learn, plus Integrity as a guideline to all students for the behavior expected at school. All students are treated with dignity and respect. Students are taught the skills and behaviors necessary for success through the PBS Student Kick-Off event. During this event students are introduced to the positive behavior expected in our school. Students then take the 3R's Plus Pledge which is promise that the student will always strive toward reaching the positive behavior expectations of our school.

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

ACSW's Positive Behavior System was created with the valuable input of our staff and teachers. The school's Positive Behavior System allows teachers to establish major goals (instructional and

behavioral) that students accomplish by the end of the academic year by establishing clear expectation in a school behavior matrix. The school behavior matrix plan describes basic attitudes, traits and behaviors that will help students succeed in the classroom and throughout the different school areas, such as the bathroom, cafeteria, playground, hallways and common areas, and during fieldtrips. Teachers and staff are trained during the PBS Teacher and Staff Kick-Off prior to the start of the school year to ensure that each member of our staff is clear about our school's behavioral expectations and protocols.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

ACSW ensures that the social-emotional needs of all students are being met through the collaboration of administration, teachers, students, and parents. If student behavior does not meet expectations an individualized behavior plan will be established and monitored. The positive behavior matrix is organized to promote successful behavior from all students. Faculty and staff share the responsibility of ensuring that all students follow the school's discipline plan.

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

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

AcadeMir Charter School West considers regular school attendance, suspensions, and academic performance in the English Language Arts and Mathematics courses, as well as standardized assessments as the early warning indicators..
Attendance is considered one of the most important components of student academic success and is monitored daily and is included as part of our Positive Behavior System. Absences are excused only for personal illness, medical appointment, immediate death in the family, and religious holiday. A note explaining the reason for the absence is due upon return. Excused notes returned to school three days or more after the absence will not be accepted and the absence will remain as unexcused. Students who have two unexcused absences within a month will not be included in the monthly 3 R's Plus Club. Parent meetings are held on monthly with students who have 5 or more unexcused absences.
In addition to monitoring attendance, ACSW provides an environment where positive behavior is reinforced in order to minimize suspensions. ACSW provides alternatives to suspensions which include student behavior contracts, positive behavior intervention, and mentoring or counseling services.
Furthermore, in order to increase academic achievement in students who have failed English Language Arts or Mathematics courses or who received a Level 1 or Level 2 in the standardized assessments, ACSW provides before and after school tutoring programs are implemented for reading, math, and science in addition to RtI Progress Monitoring. Embedded into the student's daily schedule is a daily RtI or Enrichment class targeting students' academic needs in order to close the students' academic achievement gap.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	2	12	10	0	0	0	0	0	0	0	24
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

AcadeMir Charter School West provides additional academic (instructional) interventions and support to the students identified as being in the bottom 35% of the student population. The students requiring intervention are provided with a minimum of thirty minutes twice a week of targeted instruction with school based support staff in the areas of reading, math, and science. Curriculum programs such as WonderWorks, iReady in Reading and iReady in Math, and Saxson Phonics are used to support the areas of student need. In addition, before and after school tutoring programs in reading, math, and science are established based on leveled instructional groupings to target their specific learning needs and minimize the achievement gap. Student data is collected and analyzed to drive instruction and make sound instructional decisions that foster academic growth and success.

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school will maintain an open channel of communication with parents at all times to provide them with information regarding their child's academic progress.
The school will:
• Identify students who are meeting, exceeding, or falling below grade level and let parents know by notifying the parents and requesting a parent conference.
• Those students that are not making adequate progress toward the standards will be identified and methods of improvement will be implemented and through the RtI process, interventions will take place in order to help the student improve. All interventions and the progress of the interventions will

be communicated to parents through MTSS meetings that review the interventions implemented.
• Other data that is obtained and the progress of the students will be communicated to parents via progress reports, report cards, parent involvement workshops and parent conferences as well as other adequate forms of written and oral communication deemed necessary in order to maintain the parent informed.

The school website the "ACSW Press" informs parents of all upcoming events and activities. All teachers have a classroom website that is updated weekly to inform parents of all home learning assignments, upcoming tests, and projects. Parents are provided with conference times before school hours beginning at 7:45 AM. The school will continue to have parental involvement activities that promote literacy, math, and science.

Additionally, the school utilizes and implements the following for the purposes of keeping parents informed and increase parental involvement:
•Remind 101 to maintain communication with the parents;
•WEBS this is a teacher website that maintains parents informed about the weekly academic tasks;
•Monthly student newspaper that is utilized to keep students up to date concerning their academic and school functions. The student newspaper also provides students with an authentic and relevant real world opportunity to incorporate writing across the content area.
•Monthly Calendars inform parents of upcoming school events and opportunities to attend school activities.
•Black Board Connect Messages in English and Spanish are sent to parents to keep them informed of school and district activities.

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

ACSW fosters and develops partnerships with members of our local community in order to support and encourage the academic growth and achievement of all students. Through regularly scheduled EESAC meetings parents, teachers, and local community members meet to discuss and ensure the maintenance of the School Improvement Plan.

In addition, quarterly Tiger Chats are held in the evening to encourage parent and community participation. Tiger Chats are parent workshops based on school and community needs assessments obtained at the start of the school year. Topics previously discussed include reading strategies to use at home, and understanding standardized testing.

Furthermore, ACSW is building community partnerships by actively communicating through mail with our local businesses to partner in support of our school initiatives such as increasing literacy. ACSW has partnered with Florida International University in a study on reading comprehension of informational text and students will be developing their own informational book; as well as, Albizu University to provide students with a speech screening.

Through these continued efforts, many of our school initiatives will be supported and encouraged by our community and partnerships will continue to be built as student success increases.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Bernal, Olivia	Principal
Gonzalez, Angie	Assistant Principal
Rodriguez, Tracy	Instructional Coach
Picasso-Alarcon, Pamela	Instructional Coach

b. Duties

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

Olivia Bernal (Principal): The role of the Principal is to communicate a clear and common vision and mission, and ensures all teachers and staff are implementing the SIP and following the Problem-Solving Process. The Principal analyzes the school's data and uses data results to make instructional decisions. The Assistant Principal promotes and maintains open communication with all stakeholders, a positive school culture.

Angie Gonzalez (Assistant Principal): The role of the Assistant Principal is to assist in the development, establishment, and implementation of the goals and objectives of the school instructional program. The Assistant Principal collaborates with the School Leadership Team to provide direction to staff in the implementing of goals and objectives and professional development. The Assistant Principal analyzes and disseminates information related to student data and progress, and evaluates the impact of instruction and interventions in Tiers 1-3; as well as, evaluates the progress of the school improvement program and of staff and assists to initiate needed improvement. Communicates student outcomes and celebrates and communicates success.

Liza Morera, Yli Moreno, and Melissa Villadares (Curriculum Coaches) provide classroom support and guidance to teachers on the implementation process of SIP. They assist teachers with Tier grouping decisions based on data results. They engage in data chats with all teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from iReady, baseline, interim, and winter assessments, as well as monitor student growth. They also assist teachers in implementing the common core programs such as, Wonders, Go Math, and Science Fusion with fidelity.

Grade Level Chairpersons: Kindergarten: Janelle Delatorre, First Grade: Vanessa Cuadras, Second Grade: Anais Millares, Third Grade: Nathalie Mejia, Fourth Grade: Marina Nunez, Fifth Grade: Steven Gonzalez:
The function and responsibility of the Grade level chairperson is to disseminate information to grade level teachers discussed during Leadership Team Meetings, assist teachers in the implementation of SIP, meet on a weekly basis with grade level teachers to discuss data results, differentiated instruction, group interventions, and self-monitoring by students. Grade level chairperson will ensure that grade level teachers are implementing the goals outlined in the SIP with fidelity.

Bobby Williams, Activities Director and Director of Safety and Security: Coordinates and supervises athletic activities,events, and interscholastic programs. Is responsible for the development, implementation, and management of school security/safety programs and services, including security, environmental health and safety, fire safety, emergency management, and key control. The director ensures compliance with all applicable federal, state, and local laws, rules, and regulations related to campus security/safety, and that the day-to-day security/safety functions, initiatives, and programs are consistent with school policies and regulations.

Jose Marquez, Information Technology Director: The IT Director is responsible for the overall

planning, organizing, and execution of all IT functions at the school. This includes directing all IT operations to meet school, district, and state requirements, as well as the support and maintenance of existing applications and development of new technical solutions.

Barbara Miranda, Activities Coordinator: The Activities Director is responsible for the promotion, coordination and implementation of approved school programs and activities. Coordinate and communicate with teachers, parents, students, and community members to assure that school project goals are achieved on a continuous basis.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team will review and reflect upon the School Improvement Plan on an on-going basis to ensure SIP implementation and fidelity. The team will meet to discuss, review, and reflect upon the data obtained from iReady Reading Diagnostic and iReady Math Diagnostic assessments, and Science baseline, interim, and end of year assessments . The team will discuss student's strengths and weaknesses and monitor student progress, as well as, class performance. The data will reflect which students require additional supports and intervention. Students will be grouped for intervention in accordance to competency levels as determined by our iReady diagnostics and instructional needs as reflected on the data obtained through district assessments. Class performance on district assessments will be used as indicators for the need for particular professional developments. Curriculum coaches will serve as instructional support to model lessons, planning, and assist teachers on program implementation, grouping, and interventions. Grade level meetings will be held on a weekly basis to discuss student data results and performance. Monthly data chats will beheld to determine student progress through the MTSS system. Leadership meetings will be held twice a month to discuss data results, trends, and reflection. Goals and strategies aligned to the SIP will be discussed regularly for continued improvement.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Olivia Bernal	Principal
Esther Mir	Education Support Employee
Alexander Casas	Business/Community
Steven Gonzalez	Teacher
Aidil Carnicero	Teacher
Janexia Guzman	Teacher
Kathy Laverde	Parent
DeniseTravis	Parent
Yvette Hernandez	Parent
Josie Mirabal	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee was involved in reviewing the goals associated with last year's final School Improvement Plan and accountability. The SAC committee gave suggestions that would help guide goals for this coming school year.

b. Development of this school improvement plan

The SAC is the primary responsible body within the school for the creation and implementation of the School Improvement Plan. SAC members discussed issues related to academic curriculum (Reading, Writing, Math, and Science), parent involvement, attendance, school budgets, professional development, instructional materials and curricular needs.

c. Preparation of the school's annual budget and plan

The administrative team presented the budget during the SAC meeting. Recommendations and suggestions were made by SAC members related to school-wide goals and improvements..

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

i-Ready Reading and iReady Math by Curriculum Associates was purchased as a school-wide continuous data source and curricular support in reading and mathematics.
Studies Weekly was purchased as a social studies supplement including online components.
Robotics Vex Kits and Project Lead the Way (PLTW) was purchased as the STEM curriculum to promote critical thinking and inquiry in science.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bernal, Olivia	Principal
Gonzalez, Angie	Assistant Principal
Picasso-Alarcon, Pamela	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Additional members of the Literacy Leadership Team (LLT) are the following teachers:
First Grade: Vanessa Cuadras
Second Grade: Vanessa Nunez, Anais Millares
Third Grade: Jasmine Hernandez, Barbara Arredondo
Fourth Grade: Cindy Fonseca, Laura Cabral, Marina Nunez
Fifth Grade: Catalina Ortiz

The purpose of the Literacy Leadership Team (LLT) is to create a capacity of reading knowledge within the school building and promote literacy across the school. The LLT will organize school wide reading events and support teachers with the implementation of the school wide literacy based initiatives. The LLT members will continue to build their knowledge of literacy by participating in book studies and professional developments.

D. Public and Collaborative Teaching

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

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

ACSW encourages positive working relationships between teachers through the participation of several school activities. First, common planning is embedded in the teachers' schedule to discuss student academic data and growth. The next steps to achieving academic growth is discussed within the curriculum grade level meetings between teachers and curriculum coaches. Within curriculum grade level meetings, instructional strategies are discussed and shared among colleagues. Furthermore, participation in Professional Learning Communities and Lesson Studies are highly encouraged in order to share best practices across the grade levels and content areas. A positive working environment is further nurtured through our Monthly Must-Sees, where teachers who exemplify an educational best practice are identified and receive tiger Paw magnet to place on their door. Other teachers are encouraged to use their planning time to observe the Montly Must-See teachers to view best practices in action.

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

In order to recruit prospering and/or highly effective teachers, the principal uses professional affiliations with local universities, hosts job fairs and teacher education programs. A recruitment team is established by the principal to participate in the interviewing process and determine qualified candidates. The teacher mentoring program pairs up new teachers with highly qualified veteran teacher for professional and instructional support. Professional developments are continuously provided to new and existing educators through our curriculum coaches and other entities. Bonuses are provided to those teachers who are rated as highly effective in their yearly evaluations.

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

Orientation meeting is held for all new employees. At the start of the year, new employees are paired with more experienced teachers through our mentoring program. Teacher progress is monitored by the instructional support staff and administration. Teachers are provided with opportunities to plan together and model lessons for new teachers. The curriculum coaches assist new teachers and serve as additional mentors in the areas of reading, math, and science. The school utilizes the IPEGS evaluation system to establish and maintain teacher expectations throughout the school year. The faculty participates in a professional development needs assessment survey at the beginning of the year. The data provided by the survey is used to implement meaningful professional developments that meet the school-site needs throughout the year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

ACSW uses state adopted and researched based curriculum infusing best practices so that students are engaged and challenged on a daily basis. The school's curriculum is aligned to the Florida State Standards. The core instructional programs implement research based strategies, innovations and activities that facilitate high levels of learning and achievement for all students. The curriculum reflects high quality instruction and the school will use Florida Department of Education adopted researched based textbooks and are accompanied by supplementary materials. All intervention and challenging materials will be incorporated to address the needs of special populations of learners, such as Gifted, ESE and ELL students.

The teachers follow the district approved pacing guides and develop their lesson plans accordingly. The curriculum coach and administrators review lesson plans weekly to ensure that all the benchmarks are being covered. Teachers follow the state mandated MTSS process so that they can implement interventions as demonstrated by students' data on assessments and teacher recommendation. LEP plans will also be followed with fidelity to ensure all ELL students are being taught with the appropriate strategies and that the students are receiving the support needed to meet the set objectives.

b. Instructional Strategies

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

ACSW collects and analyzes data to make determinations about student learning and performance levels at the beginning of the school year. Data is used to determine student strengths and weaknesses and to drive and differentiate instruction. The collection of data is an ongoing process. For example, standardized test results from 2016 will be compared to results from 2015 to determine educational strengths and the needs of students, and compare the students academic progress. Benchmark assessments are used regularly to monitor student progress and make instructional decisions that impact student growth and progress in the areas of reading, math, and science. I-Ready data is also used as a progress monitoring tool to make instructional decisions in the area of reading and math. Student data is used to drive and target students requiring below level, on level, and beyond level instruction. Scheduled intervention times are allotted throughout the school day to deliver remedial instruction. Students are also provided with enrichment opportunities to further develop and increase their academic potential.

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

Strategy: Extended School Day
Minutes added to school year: 13,380

The school provides FSA tutoring before and after school hours. FSA tutoring in the areas of reading and math are provided for one hour each day Monday-Friday. Students are provided with an opportunity to come to school 45 minutes prior to arrival to have access to the computers in order to participate in the IReady program in order to gain competency in reading and math.

Strategy Rationale

The rationale behind this strategy is to close the achievement gap and allow for academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bernal, Olivia, obernal@dadeschools.net

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

Teachers, curriculum coaches, and school administrators analyze data based on monthly benchmark assessments, baseline, interim, and winter assessment results. Discussions and reflection of intervention programs are discussed at Leadership Team Meetings. Students are required to complete 45 minutes per subject (Reading and Mathematics) of I-Ready instruction. Student progress is monitored by the classroom teacher. Program effectiveness and fidelity is monitored by the instructional coaches and administrators.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

New student applications will be accepted during the month of January. The dates are posted on the school website as well as visibly in the main office. Banners advertising the application period are also displayed outside the building. Siblings of current students have priority. Open house "Meet and Greet" sessions for Kindergarten students occur one week prior to the opening of school. Parents and students are able to visit their child's classrooms and meet the teachers. Student participation in this event is strongly encouraged. Parents and students are also invited to the September Open House that will occur during the month of September. A separate Kindergarten Orientation is held the week before school starts. Articulation meetings with the articulating middle school is held prior to the closing of the academic school year to ensure a smooth transition for each student.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

Based on a data comparison of third through fifth grade FSA reading and math, and FCAT science from 2015 and 2016, it has been determined that 3rd grade math and reading is an area of concern. Fourth grade performed an equal proficiency score in 2015 and 2016. An increase is desired this school year. Fifth grade science was an area of strength, being that they demonstrated a 17% increase from the 2015 to 2016.

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

The reason for our focus on the 3rd grade reading and math FSA scores from 2015 and 2016 is the significant decrease in student performance. Factors for the decrease include, but are not limited to, the student population and instructional adaptations to the curriculum.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase teacher capacity of instructional standards of practice in all content areas.

G2.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. Increase teacher capacity of instructional standards of practice in all content areas. `1a`

🔑 G087781

Targets Supported `1b`

Indicator	Annual Target
Teacher attendance rate	80.0
Highly Qualified Teachers	80.0

Targeted Barriers to Achieving the Goal `3`

- instructional staff morale

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Implementing school-wide instructional incentives and recognition programs (teacher of the month; monthly "must sees" board)

Plan to Monitor Progress Toward G1. `8`

Quarterly, classroom, diagnostic, and topic assessments will be reviewed to monitor student growth in the content areas of focus.

Person Responsible

Olivia Bernal

Schedule

Every 3 Weeks, from 9/21/2016 to 6/7/2017

Evidence of Completion

The data from student assessments will be the evidence of goal progress.

G2. To increase student achievement by improving core instruction in all content areas. 1a

🔑 G087782

Targets Supported 1b

Indicator	Annual Target
FSAA Mathematics Level 1	50.0
FCAT 2.0 Science Proficiency	83.0
FSA ELA Achievement	81.0
FSA Mathematics Achievement	83.0
FSAA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Need for rigorous instruction that is aligned to the Florida Standards across all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math, Go Math curriculum, Math Hands-on-Lab Teacher, IReady, after-school tutoring and interventionists

- Science: Fusion curriculum, after-school tutoring, Science Lab Instructor

- Social Studies Weekly Readers

- Technology; computer labs, Smart Boards

Plan to Monitor Progress Toward G2. 8

Review and dissemination of data to continually make evidenced based instructional decisions.

Person Responsible
Angie Gonzalez

Schedule
Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion
Student achievement and upward progress across the content areas as demonstrated through IReady reports, student work product will show increase in level of rigor.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase teacher capacity of instructional standards of practice in all content areas. 1

🔑 G087781

G1.B1 instructional staff morale 2

🔑 B233380

G1.B1.S1 Recognizing two teachers a month who are demonstrating and implementing effective instructional practices within their classrooms, and Monthly "Must Sees" programs. 4

🔑 S246285

Strategy Rationale

By recognizing these teachers we are communicating the benefits of best practices, and how they have a positive impact on our student learners. We are also identifying examples of effective programs and/or strategies that have resulted in student academic success.

Action Step 1 5

Begin recognizing two teachers a month at faculty meetings, and post monthly "must sees" highlighting five teachers utilizes effective classroom strategies.

Person Responsible

Angie Gonzalez

Schedule

Monthly, from 9/21/2016 to 6/7/2017

Evidence of Completion

These teachers and their practices will be identified and posted on a bulletin board for anyone in the school to see.

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

The principal will announce the group of qualifying teachers on a monthly basis and will need the names.

Person Responsible

Olivia Bernal

Schedule

Monthly, from 9/21/2016 to 6/7/2017

Evidence of Completion

Classroom photos depicting the strategy/practice being highlighted will be displayed on the Monthly "Must Sees" board

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

Through classroom observations and/or walk-throughs program effectiveness will be monitored

Person Responsible

Angie Gonzalez

Schedule

Weekly, from 9/22/2016 to 6/1/2017

Evidence of Completion

Classroom photos or observational notes from administration and/or the curriculum coaches will provide evidence of best practices being used within the classroom. Highlighted teachers will selected and recognized.

G1.B1.S2 Professional developments and instructional support from curriculum coaches will also be provided to set instructional expectations. 4

🔍 S246286

Strategy Rationale

Professional developments provided in-house will target our school-site specific area of needs, identified through a needs assessment. The areas of concern will be addressed through PDs on teacher planning days and/or early release days. Curriculum coaches also provide the PDs and instructional support throughout the year.

Action Step 1 5

Administer a school-wide professional development needs assessment to all instructional staff.

Person Responsible

Pamela Picasso-Alarcon

Schedule

On 9/23/2016

Evidence of Completion

The survey data will be provided through a system known as Survey Monkey

Action Step 2 5

Develop professional developments in-house and assign teachers to district professional developments throughout the school year, based on data provided by the needs assessment.

Person Responsible

Angie Gonzalez

Schedule

Evidence of Completion

Professional developments will be assigned and managed through the district's My Learning Plan professional development system.

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

There will be professional developments assigned to all instructional staff members through the district's professional development system. Participation and course completions will be monitored.

Person Responsible

Angie Gonzalez

Schedule

On 6/7/2017

Evidence of Completion

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

Teacher evaluations of the course will be reviewed, along with classroom observations to identify implementation.

Person Responsible

Olivia Bernal

Schedule

On 6/7/2017

Evidence of Completion

The sign-in sheet collected from each professional development will be collected and stored for record keeping. Student data will be analyzed to determine program effectiveness. Teacher observations will serve as data on implementation strategies.

G2. To increase student achievement by improving core instruction in all content areas. 1

🔑 G087782

G2.B1 Need for rigorous instruction that is aligned to the Florida Standards across all content areas. 2

🔑 B233381

G2.B1.S1 Align daily lessons to the Florida Standards utilizing the district adopted curriculum and the pacing guide. 4

🔑 S246287

Strategy Rationale

The pacing guide and district adopted curriculum target the Florida Standards, by utilizing these resources for instruction the students will be prepared with the skills needed to pass the standardized assessments.

Action Step 1 5

All content area teachers will develop meaningful lessons to target the Florida Standards, utilizing data to drive instruction.

Person Responsible

Angie Gonzalez

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Weekly lesson plans, data chats, curriculum grade level meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Weekly lesson plans will be submitted to the curriculum coaches each week.

Person Responsible

Angie Gonzalez

Schedule

On 6/8/2017

Evidence of Completion

weekly lesson plans, curriculum grade level minutes, data chats

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The curriculum coaches will have monthly curriculum grade level meetings in which they will provide information and support to maximize instructional rigor within all content areas.

Person Responsible

Angie Gonzalez

Schedule

Monthly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Curriculum grade level sign in sheet and agenda, lesson plans, and classroom observations.

G2.B1.S2 Implement five school-wide initiatives within the content areas: anchor charts, focus on vocabulary, handwriting/ cursive, question-answer-relationship, and interactive notebooks. `4`

🔑 S246288

Strategy Rationale

By implementing five learner centered literacy based school wide initiatives that will be used within all grade levels and content areas, students will be engaged and take active part in the learning process.

Action Step 1 `5`

Teachers will be provided with a professional development focused on the effective implementation of each of the school-wide initiatives.

Person Responsible

Olivia Bernal

Schedule

On 6/8/2017

Evidence of Completion

Professional development agenda and sign-in sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

All teachers will implement the five school wide literacy based initiatives within their content areas.

Person Responsible

Olivia Bernal

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Classroom observations and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Classroom walk-throughs, teacher reflection, and student data will be used to monitor the effectiveness of implementation.

Person Responsible

Olivia Bernal

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Classroom walk-throughs, teacher reflection, and student data will be used to monitor the effectiveness of implementation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S2.A2 A319422	Develop professional developments in-house and assign teachers to district professional...	Gonzalez, Angie	9/21/2016	Professional developments will be assigned and managed through the district's My Learning Plan professional development system.	No End Date one-time
G1.B1.S2.A1 A319421	Administer a school-wide professional development needs assessment to all instructional staff.	Picasso-Alarcon, Pamela	9/19/2016	The survey data will be provided through a system known as Survey Monkey	9/23/2016 one-time
G1.B1.S1.MA1 M332690	Through classroom observations and/or walk-throughs program effectiveness will be monitored	Gonzalez, Angie	9/22/2016	Classroom photos or observational notes from administration and/or the curriculum coaches will provide evidence of best practices being used within the classroom. Highlighted teachers will selected and recognized.	6/1/2017 weekly
G1.MA1 M332694	Quarterly, classroom, diagnostic, and topic assessments will be reviewed to monitor student growth...	Bernal, Olivia	9/21/2016	The data from student assessments will be the evidence of goal progress.	6/7/2017 every-3-weeks
G1.B1.S1.MA1 M332691	The principal will announce the group of qualifying teachers on a monthly basis and will need the...	Bernal, Olivia	9/21/2016	Classroom photos depicting the strategy/practice being highlighted will be displayed on the Monthly "Must Sees" board	6/7/2017 monthly
G1.B1.S1.A1 A319420	Begin recognizing two teachers a month at faculty meetings, and post monthly "must sees"...	Gonzalez, Angie	9/21/2016	These teachers and their practices will be identified and posted on a bulletin board for anyone in the school to see.	6/7/2017 monthly
G1.B1.S2.MA1 M332692	Teacher evaluations of the course will be reviewed, along with classroom observations to identify...	Bernal, Olivia	9/21/2016	The sign-in sheet collected from each professional development will be collected and stored for record keeping. Student data will be analyzed to determine program effectiveness. Teacher observations will serve as data on implementation strategies.	6/7/2017 one-time
G1.B1.S2.MA1 M332693	There will be professional developments assigned to all instructional staff members through the...	Gonzalez, Angie	9/14/2016		6/7/2017 one-time
G2.MA1 M332699	Review and dissemination of data to continually make evidenced based instructional decisions.	Gonzalez, Angie	8/22/2016	Student achievement and upward progress across the content areas as demonstrated through IReady reports, student work product will show increase in level of rigor.	6/8/2017 quarterly
G2.B1.S1.MA1 M332695	The curriculum coaches will have monthly curriculum grade level meetings in which they will provide...	Gonzalez, Angie	9/26/2016	Curriculum grade level sign in sheet and agenda, lesson plans, and classroom observations.	6/8/2017 monthly
G2.B1.S1.MA1 M332696	Weekly lesson plans will be submitted to the curriculum coaches each week.	Gonzalez, Angie	8/22/2016	weekly lesson plans, curriculum grade level minutes, data chats	6/8/2017 one-time
G2.B1.S1.A1 A319423	All content area teachers will develop meaningful lessons to target the Florida Standards,...	Gonzalez, Angie	8/22/2016	Weekly lesson plans, data chats, curriculum grade level meetings.	6/8/2017 weekly
G2.B1.S2.MA1 M332697	Classroom walk-throughs, teacher reflection, and student data will be used to monitor the...	Bernal, Olivia	8/22/2016	Classroom walk-throughs, teacher reflection, and student data will be used to monitor the effectiveness of implementation.	6/8/2017 monthly
G2.B1.S2.MA1 M332698	All teachers will implement the five school wide literacy based initiatives within their content...	Bernal, Olivia	8/22/2016	Classroom observations and lesson plans	6/8/2017 weekly
G2.B1.S2.A1 A319424	Teachers will be provided with a professional development focused on the effective implementation...	Bernal, Olivia	8/22/2016	Professional development agenda and sign-in sheet	6/8/2017 one-time

V. Professional Development Opportunities

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

G1. Increase teacher capacity of instructional standards of practice in all content areas.

G1.B1 instructional staff morale

G1.B1.S2 Professional developments and instructional support from curriculum coaches will also be provided to set instructional expectations.

PD Opportunity 1

Develop professional developments in-house and assign teachers to district professional developments throughout the school year, based on data provided by the needs assessment.

Facilitator

Angie Gonzalez/Olivia Bernal/ Liza Morera/ Yli Moreno/Melissa Valladares

Participants

All instructional staff

Schedule

G2. To increase student achievement by improving core instruction in all content areas.

G2.B1 Need for rigorous instruction that is aligned to the Florida Standards across all content areas.

G2.B1.S2 Implement five school-wide initiatives within the content areas: anchor charts, focus on vocabulary, handwriting/ cursive, question-answer-relationship, and interactive notebooks.

PD Opportunity 1

Teachers will be provided with a professional development focused on the effective implementation of each of the school-wide initiatives.

Facilitator

Administrators and curriculum coaches

Participants

All content area teachers

Schedule

On 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Begin recognizing two teachers a month at faculty meetings, and post monthly "must sees" highlighting five teachers utilizes effective classroom strategies.	$0.00
2	G1.B1.S2.A1	Administer a school-wide professional development needs assessment to all instructional staff.	$0.00
3	G1.B1.S2.A2	Develop professional developments in-house and assign teachers to district professional developments throughout the school year, based on data provided by the needs assessment.	$500.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0410 - Academir Charter School West	Other		$500.00
			Notes: Resources for professional developments such as professional books for teachers.			

4	G2.B1.S1.A1	All content area teachers will develop meaningful lessons to target the Florida Standards, utilizing data to drive instruction.	$0.00
5	G2.B1.S2.A1	Teachers will be provided with a professional development focused on the effective implementation of each of the school-wide initiatives.	$0.00
		Total:	**$500.00**