Academir Charter School Preparatory

2016-17 Schoolwide Improvement Plan

Academir Charter School Preparatory

19185 SW 127TH AVE, Miami, FL 33177

www.academircharterschoolpreparatory.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	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

Year	2017-18
Grade	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 Preparatory

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 Preparatory is to provide students with a well-grounded 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 of Academir Charter School Preparatory 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.

ACSP regularly schedules EESAC meetings, parent workshops, open house, special events, and coffee talk with the principal. These meetings are held to support parents with the development of their child's progress. Local community partnerships are used to influence the academic growth and achievement of all students. Effective Leadership

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

The setting 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. A policy is in place for disseminating critical information regarding a student's well-being and safety. All information is offered to all stakeholders in a variety of ways.

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.

ACSP utilizes school-wide positive Behavioral Intervention Plans that combine the AcadeMir 3R's Club - Respect, Responsibility and Readiness to Learn as well as an embedded token economy. These two tools serves as guidelines to all students for the behavior expected at school. All students are treated with dignity and respect. Students are taught the skills behaviors necessary for success. Staff members encourage motivation through positive interactions and building relationships with students.

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.

ACSP ensures that the social-emotional needs of all students are being met through the process of self-reflection, utilization of data, structuring for success, and collaboration. Objective information about behavior is important in planning and making decisions about behavior. The setting 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. A policy is in place for disseminating critical information regarding a student's well-being and safety. All information is offered to all stakeholders in a variety of ways.

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.

The school's discipline plan allows teachers to establish major goals (instructional and behavioral) that students accomplish by the end of the academic year. The plan describes basic attitudes, traits and behaviors that will help students succeed in the classroom and throughout their lives. High positive expectations will be expected of all students. ACSP will build positive relationships with the students' families by making initial contact with them at the beginning of the school year and maintain regular contact throughout the school year to ensure behavioral and academic success.
AcadeMir Charter School PREP considers regular school attendance an integral part of a student's education. 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 Club. Parent meetings are held on monthly with students who have 5 or more unexcused absences. Before and after school tutoring programs are implemented for reading and math level 1 students that have been identified. A set intervention time is provided for all identified Level 1 students in both in reading and math. Provide the following data related to the school's early warning system The number of students by grade level that exhibit each early warning indicators will be focused.

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	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	3	1	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	4	10	9	0	0	0	0	0	0	0	23

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	3	1	0	0	0	0	0	0	0	0	4

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

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 at a level below, at grade level or above grade level and let parents know by notifying them and

requesting a parent conference. - Those students that are not making adequate progress toward the Florida Standards will be identified and methods of improvement will be implemented and 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 intervention 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 written and oral communication deemed necessary in order to maintain the parent informed. The school website informs parents of all upcoming events and activities. All teachers have classroom websites that are 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 a.m. The school will continue to host parental involvement activities that promote literacy.

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

ACSP regularly schedules EESAC meetings, parent workshops, open house, special events and chats with the teachers and staff. These meetings are held to support parents with the development of their child's progress. Local community partnerships are used to influence the academic growth and achievement of all students.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 at a level below, at grade level or above 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 Florida Standards will be identified and methods of improvement will be implemented and 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 "ACSP 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. 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 ACSP regularly schedules EESAC meetings, parent workshops, open house, special events, and coffee talk with the principal. These meetings are held to support parents with the development of their child's progress. Local community partnerships are used to influence the academic growth and achievement of all students.

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.

ACSP regularly schedules EESAC meetings, parent workshops, open house, special events and chats with the teachers and staff. These meetings are held to support parents with the development of their child's progress. Local community partnerships are used to influence the academic growth and achievement of all students.

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
Ledo, Mary Kristina	Principal
Blandino, Valeria	Assistant Principal
Pierre-Louis, Dominique	Instructional Coach
Knox, Shireen	Instructional Coach
Fonte, Vanessa	Instructional Coach
Taylor, Amanda	Instructional Technology

b. Duties

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

Dr. Kristina Ledo, Principal, -The role of the Principal is to communicate a clear and common vision, 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. Evaluates the impact of instruction and interventions in Tiers 1-3. Communicates student outcomes and celebrates and communicates success.
Ms. Valeria Blandino, Assistant Principal, coordinates all Leadership Team meetings, ensures implementation of strategies outlined in the SIP, and monitors implementation and progress of MTSS and SIP. 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. The Assistant Principal ensures the SIP is implemented with fidelity and monitors curriculum goals to ensure effectiveness. Student outcomes are communicated and student success is celebrated.
Ms. Knox, Ms. Diaz, and Ms. Armenteros, Instructional Leads/ Curriculum Coach provides 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. They also assists teachers in implementing the "My Math" program, writing curriculum, and Wonders curriculum with fidelity.
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. As this is the first year of a new, small school, all teachers will have an input and responsibility in the above.

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 ongoing basis to ensure SIP implementation and fidelity. The team will meet to discuss, review, and reflect upon the data obtained from baseline, interim, and winter assessments. The team will discuss student's strengths and weaknesses, 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 coach will serve as instructional support to model lessons 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 be held to determine student progress through the MTSS system. Leadership meetings will be held twice a month to discuss data

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Aiden Ruvira	Student
Hoafat, Gisselle	Teacher
Arlene Naranjo	Teacher
Mayra Sasso	Teacher
Nicole Nunez	Teacher
Yaday Perdomo	Parent
Dr. M. Kristina Ledo	Principal
Mrs. J. Bermudez	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

NA

b. Development of this school improvement plan

Insight and needs assessments were gathered from all stakeholders and numerous Data chats were held at the school level. Community partners were invited to parent events where they were involved in many open forum discussions in regards to school direction.

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

Strategic planning during the summer and first few weeks of the school year indicated that more resources needed to be allotted in regards to books and technology

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

NA

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

NA

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
Blandino, Valeria	Assistant Principal
Fonte, Vanessa	
Naranjo, Arlene	Teacher, K-12
Taylor, Amanda	Instructional Technology
Ledo, Mary Kristina	Principal

b. Duties

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

Closely aligned scope and sequence and mandatory benchmark assessments biweekly. Consistent analyzing of the data as well as the use of many technological programs as well as the use of digital tools throughout the school day.

D. Public and Collaborative Teaching

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

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

All teachers have common planning time to discuss across grade levels student academic data and growth. Next steps to achieving academic growth is discussed within the Learning Team meetings that are held on a monthly basis. The Learning Team Meetings focus on strategically planning the discussion of implementing the Florida Standards through the incorporation of best practices and academic rigor.

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

In-house job fairs are done annually. Professional development is offered based on the critical needs of the school. In order to retain effective teachers, a class assignment request form is provided to teachers

before the end of the academic school year allowing them to select the grade level and subject area preference for the upcoming school year. Bonuses are provided to those teachers who are rated as highly effective in their yearly evaluations. In order to recruit teachers, the principal uses professional affiliations with local universities and teacher education programs.

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

New employees are paired with more experienced teachers. Teachers are provided with opportunities to plan together and model lessons for new teachers. The curriculum coach assist new teachers and serve as a coach and mentor in the area of reading, math, and science. The school utilizes the IPEGS evaluation system. The faculty is surveyed at the beginning of the year to determine what professional developments are needed. Professional development are provided throughout the school year.Vertical planning and collaborative data chats are employed throughout the month. Veteran teachers are paired with new teachers and enjoy the ability to observe eachother's classrooms. Needs assessments are continuously created to assist new teachers in acknowledging the levels of support needed.

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.

Distinct mandated scope and sequence is used in collaboration with curriculum series approved by MDCPS. The school rigorously uphold all Statute related teaching time. The school ensures its core instructional programs and materials are aligned to Florida's standards. For English Language Arts (ELA) we have adopted the McGraw Hill: Wonders (K-5) reading series for the core curriculum and intervention program, which is aligned with MDCPS pacing guides. The school will be provide professional development in the effective implementation of the district pacing guides that are aligned with the LAFS. The school adopted the Houghton Mifflin: My Math and McGraw Hill and utilize the MDCPS pacing guides to ensure the proper implementation of the MAFS. Houghton Mifflin: Science Fusion and Studies weekly was purchased to support the implementation of the ext Generation Standards in Social Studies and Science.

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.

The school uses data to provide and differentiated instruction to meet the diverse needs of students. Instruction is data driven and tailored to meet the needs of individual students. Teachers analyze data gathered from state and district assessments, as well as data from curricular based assessments, to help determine the strengths and weaknesses of each student in their classroom. This will then help teachers gear their instruction towards the individual needs of students to help them attain proficiency on required assessments. The instruction is supplemented by providing those students who are having difficulty attaining the proficient level with interventions.

After School Program Minutes added to school year is in addition to the 30 minute intervention block provided by the homeroom general education teacher the students will adopt the strategy of

increased learning time or extended learning opportunities as a means to move more students toward performing at or above grade level. The school will offer after school tutoring to all students that have been identified and placed in tier 2 and tier 3. The implementation of before school tutoring will help tier 2 and tier 3 students further develop their understanding of concepts taught to help achieve proficiency in state and district mandated assessments.

The After School tutoring program will be monitoring student progress through the use of Mini Benchmark Assessment and weekly assessments. Students will be evaluated weekly to monitor the effectiveness of the program. A data matrix will be used to identify and determine the effectiveness of the strategies being utilized during tutoring and to better target instruction during the tutoring session. The end of the year assessment scores will also be used to determine effectiveness of the tutoring program and determine student academic growth.Using bi-weekly assessment data in grade K-5 in reading and in math, groups are fluid and flexible. A mandatory 30 minute intervention block can be found in all grades.

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: After School Program

Minutes added to school year: 60

FSA aligned tutoring program offered to all grade 3-5 students free of charge. Students take part in 2 days of ELA and 2 days of Mathematics weekly.

Strategy Rationale

Embedded FSA related content is presented to re mediate students across the curriculum

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Blandino, Valeria, vblandino@academircharterschoolpreparatory.com

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

Data from biweeklies as well as the tutoring data is collected monthly and analyzed as ameans to guide direction of the program.

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.

All incoming Kindegarten students participate in a readiness screening during the summer. We embed summer activities in all grades to prevent summer slide. Finally all grades plan vertically with grade below and above to ensure that all grade level expectations are being addressed and that students have a seamless transition.

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.

NA

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

NA

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

NA

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.

NA

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.

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.

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.   Based on baseline assessments ACSP will improve reading to mirror district average of 50% proficiency in grades 3-5.

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. Based on baseline assessments ACSP will improve reading to mirror district average of 50% proficiency in grades 3-5. [1a]

🔑 G087822

Targets Supported [1b]

Indicator	Annual Target
ELA/Reading Gains District Assessment	50.0
Literacy Rate - Kindergarten	80.0

Targeted Barriers to Achieving the Goal [3]

- Large ESOL and SPecial Education Levels

- Large proportional levle of Free and Reduced Students

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Resource Porgrams and additional support for ESOL students

- Increase Community based partnerships

Plan to Monitor Progress Toward G1. [8]

Monthly attendance records, number of collaborative partnerships , increased

Person Responsible
Mary Kristina Ledo

Schedule
Semiannually, from 9/14/2016 to 6/9/2017

Evidence of Completion
Monthly attendance records, number of collaborative partnerships , increased biweekly positive trends in reading data

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. Based on baseline assessments ACSP will improve reading to mirror district average of 50% proficiency in grades 3-5. 1

🔍 G087822

G1.B2 Large proportional levle of Free and Reduced Students 2

🔍 B233492

G1.B2.S1 Increase the number of community based partnerships 4

🔍 S246389

Strategy Rationale

Increased community partnerships will provide much needed resources to students

Action Step 1 5

Create programs to address the specific needs of parents with ESOI or Special Education students

Person Responsible

Valeria Blandino

Schedule

Monthly, from 10/12/2016 to 5/17/2017

Evidence of Completion

Monthly Parent Academy attendance

Action Step 2 5

Increase the number of sponsorship opportunities and community based opportunities

Person Responsible

Mary Kristina Ledo

Schedule

Annually, from 9/1/2016 to 6/9/2017

Evidence of Completion

Increased the community partners form zero to two

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Monthly Leadership meetings will monitor evidence of progress

Person Responsible

Mary Kristina Ledo

Schedule

Monthly, from 10/19/2016 to 6/9/2017

Evidence of Completion

Monitoring of parent academy attendance with collaborative work of community based partners

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Increased literacy amoung all grade levels.

Person Responsible

Vanessa Fonte

Schedule

On 5/30/2017

Evidence of Completion

Increased and positive trends on bi-weekly benchmark assessment across grade levels in reading

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.B2.S1.A1 🔍 A319666	Create programs to address the specific needs of parents with ESOI or Special Education students	Blandino, Valeria	10/12/2016	Monthly Parent Academy attendance	5/17/2017 monthly
G1.B2.S1.MA1 🔍 M332937	Increased literacy amoung all grade levels.	Fonte, Vanessa	10/12/2016	Increased and positive trends on bi-weekly benchmark assessment across grade levels in reading	5/30/2017 one-time
G1.MA1 🔍 M332939	Monthly attendance records, number of collaborative partnerships , increased	Ledo, Mary Kristina	9/14/2016	Monthly attendance records, number of collaborative partnerships , increased biweekly positive trends in reading data	6/9/2017 semiannually
G1.B2.S1.MA1 🔍 M332938	Monthly Leadership meetings will monitor evidence of progress	Ledo, Mary Kristina	10/19/2016	Monitoring of parent academy attendance with collaborative work of community based partners	6/9/2017 monthly
G1.B2.S1.A2 🔍 A319667	Increase the number of sponsorship opportunities and community based opportunities	Ledo, Mary Kristina	9/1/2016	Increased the community partners form zero to two	6/9/2017 annually

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Create programs to address the specific needs of parents with ESOI or Special Education students				$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1112		1015 - Academir Charter School Preparatory		565.0	$400.00
			Notes: Monthly parent academies and fundraisers			
2	G1.B2.S1.A2	Increase the number of sponsorship opportunities and community based opportunities				$0.00
					Total:	$400.00