

Academir Charter School West



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	62%
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	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	B

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	39
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	42

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Academir Charter School West

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 STEM and Literacy. Student culture and diverse backgrounds are taken into account to build upon their knowledge. Teachers and students build a positive and nurturing relationship based on academic and social emotional respect. Culture and community building are at the foundation of every aspect of teaching and learning. At AcadeMir students are treated as partners in the learning process and are engaged in shaping classroom expectations and learning targets. School and classroom expectations encourage everyone to persevere through challenging tasks and situations. Teachers get to know students as individuals and continually reflect and adjust their practice in accordance to the students' readiness to learn and interests.

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 uses a Positive Behavior System that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments where students feel safe and respected. The goal is to create a social culture in our school building that will encourage positive behaviors and interactions, while discouraging problem behaviors.

ACSW implements the 3R's Plus Club – Respect, Responsibility, Readiness Ready to Learn, plus School Values and the Values Matter MDCPS Curriculum as a guideline to all students for the behaviors expected at school. 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. Each month a different value such as Citizenship, Honesty, Integrity, etc are highlighted and taught through the Social Studies class. The values are presented through our morning announcements and are encouraged to participate in our school-wide activity for each value which is presented on the PBS bulletin board. Throughout the month students receive Tiger Bucks to be used during our monthly Tiger Store and Tiger Social. After continuous teaching of behavioral expectations students are

rewarded in order to establish a school environment where appropriate and positive behavior is the norm.

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. Teachers are trained in PBIS strategies as tools to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes. ACSW has established a school-wide multi-tiered behavioral framework directly linking classroom and school-wide expectations and systems. School-wide and classroom PBIS strategies are merged to provide a greater opportunity for effective instructional design, curriculum, and delivery. Data is used to guide decision-making and provide classroom-level and student-level supports.

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, school lead counselor, students, and parents. The implementation of individualized supports are conducted in a comprehensive and collaborative manner to promote positive change. Academir provides support that are tailored to the student's specific needs and circumstances, include interventions that address needs in different areas of a student's life and involve a comprehensive approach to understanding the behaviors. 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 and increase the student's adaptive skills and opportunities for an enhanced quality of life.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. In addition to monitoring attendance, ACSW provides an environment where positive behavior is reinforced in order to minimize suspensions. While Academir follows the MDCPS Student Code of Conduct, ACSW provides alternatives to suspensions which include student behavior contracts, positive behavior intervention, and mentoring or counseling services. Tier 1 school-wide behavior

data is collected through the DOJO program and printed monthly. Tier 2 targeted student behavior data is collected through a Behavior Tracking Form and entered in the PBIS system to track student behavior. Through behavioral data collection, AcadeMir can analyze and identify behavioral concerns before reaching the point of student suspension.

Furthermore, data is collected through iReady Diagnostic and Growth Monitoring assessments which provide continuous data throughout the school year as an early warning indicator of students in track for course failure in ELA or Math or Level 1 on statewide assessment. The iReady Need for Intervention and Proficiency Prediction Reports are analyzed to ascertain which students will benefit from academic interventions.

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	1	2	0	1	4	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	4	1	2	2	4	0	0	0	0	0	0	0	13
	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	1	4	0	1	6	7	0	0	0	0	0	0	0	19

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

AcadeMir provides interventions for all students that exhibit the early warning indicators such as attendance below 90 percent, one or more suspensions, course failures in ELA or Math and Level 1 on statewide assessment. Intervention strategies for students identified through the attendance indicator are as follows: students who have two unexcused absences within a month will not be included in the monthly 3-R's Plus Club. In accordance with MDCPS attendance policy, students with 3 or more unexcused absences receive an attendance warning letter. Students with 5 or more unexcused absences in one calendar month or 10 or more unexcused absences will receive an excessive absence letter. In conjunction with the letters, the school counselor meets with the students and parents to further provide support and ensure attendance requirements are met.

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 five times 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, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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, student assessment data "chat" forms, 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 News" 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 and STEM education.

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;
- A social-media platform, such as Instagram, is used to frequently communicate and share school related activities, events, and news to school community members.
- WEBS: 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.

ACSW has partnered with Florida International University (FIU) to promote our Positive Behavior System, Values Matters curriculum, and 3-Rs Plus Club. Our students may attend FIU sporting events, and players from the seasonal sport's team visits the school to discuss the value of the month and collaborate in school wide character education activities.

AcadeMir has also partnered with CMB Engineering to collaborate with out STEM instructional program. In addition, 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 and STEM education. ACSW holds multiple academic showcases and evening events that invite community members to participate in our educational initiatives and share our academic goals.

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.

Other partnerships include Bricks for Kids to support our STEM initiative through a Lego building and coding enrichment program, and Sounds of Excellence Music School to offer lessons on a variety of instruments to support the arts.

C. Effective Leadership

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 assures instruction is aligned to state academic content standards, maintains continuous improvement in the building, designs instruction for student success, develops partnerships with parents and the community, and nurtures a positive school culture that promotes learning and engagement for students and adults and where each individual feels valued.

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 as set forth by the school principal. 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 Valladares, Curriculum Support Specialists: The role of Curriculum Support Specialists provide classroom support and guidance to teachers on the implementation process of the SIP. They engage in collaborative planning meetings 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. They also provide support services through model lessons and instructional coaching to improve teachers' best practices and increase student achievement.

Marcy Ravelo, Lead School Counselor: The School Counselor leads AcadeMir's Positive Behavior System multi-tiered system of support. Provides individual and group counseling to students with identified concerns and needs. The School Counselor consults and collaborates effectively with parents, teachers, administrators, and other educational resources regarding students with identified concerns and needs. Assists all students individually or in groups with developing academic and personal/social skills, goals, and plans.

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 Director: 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. Promote parental, student, and community involvement and engagement through the coordination of after school activities, enrichment programs, and community projects and events.

Grade Level Chairpersons: Kindergarten: Janelle Delatorre, First Grade: Angela Montero, Second Grade: Anais Millares, Third Grade: Nathalie Mejia, Fourth Grade: Marina Nunez, Fifth Grade: Cardentey :

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.

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 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.

Personnel, instructional and curricular resources are identified to meet the needs of all students and ensure academic success.

The Instructional Leadership Team meets on a monthly basis 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.

Response to Intervention meetings will be held on a monthly basis to analyze student progression through the tiers and identify levels of support.

Data Chats following iReady Diagnostic assessments as well as class performance on district assessments will be held immediately following assessments at a minimum of three times per year and will be used as indicators for the need for particular professional developments. Professional Developments will be provided during in-service days as well as through Book Studies after school. Curriculum coaches will serve as instructional support to model lessons, planning, and assist teachers on program implementation, grouping, and interventions.

Positive Behavior System Team Meetings meet on a monthly basis to discuss and summarize school PBS data and identify areas of need or concern. Develop monthly activities and plans that align to the Values Matter Curriculum and PBS 3-Rs Plus Club.

Grade level meetings will be held on a weekly basis to discuss student data results and performance.

Mentor and Mentee Meetings are held on a monthly basis to provide support to teachers new to teaching or new to our school. The program focuses on different areas such as classroom management, data driven instruction, and best practices.

Faculty Meetings, held twice a month, is where teachers and administration discuss day-to-day activities as well as provide purposeful peer interactions that enhance teaching and learning, as well as build a collaborative culture.

For each of these meetings, Academir uses team checklists to update efforts and reports at all meetings. Roles and expectations are set forth at the start of the school year and agendas as well as meetings evaluations are used to ensure effective team operating procedures. Agendas, minutes, and checklists are turned into administration who audits and monitors the teams and their initiatives.

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
Denise Travis	Parent
Yvette Hernandez	Parent
Josie Mirabal	Parent
Sandy Diaz	Parent
Ramon A. Rodriguez	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 reviewed school goals and determined that the goals have been achieved and fully implemented, as the school demonstrated sufficient gains in the accomplishment of these goals as determined by and evidenced in the Reflection Worksheet. 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.

School improvement funds from the previous school year were allocated to the Response to Intervention Program and after-school tutoring program provided free of charge to the lowest 25% of students in grades third through fifth.

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: Jennexis Guzman, Jasmine Salgueiro, Jennifer Garcia

Second Grade: Vanessa Nunez, Anaïs Millares, Alexandra Vera

Third Grade: Barbara Arredondo, Cindy Fonseca, Nathalie Mejia

Fourth Grade: 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 creates a vision for the school and explores how literacy strategies look in different content areas, analyzes student and teacher data, participates in ongoing professional dialogue and makes instructional decisions based on school needs, as well as collaborated with colleagues to spread effective strategies throughout 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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, Book Studies, 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 on a monthly basis. The new teacher mentoring program is a professional development opportunity that allows participants to receive master plan points towards professional re-certification. 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.

Annually, an 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. Following the Framework of Effective Instruction, teacher progress is monitored by the instructional support staff and administration. Teachers are provided with opportunities to plan together and model lessons for new and/or existing 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 coaches 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 2017 will be compared to results from 2016 to determine educational strengths and the needs of students, and compare the students academic progress. Diagnostic, topic, and unit 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 areas 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: After School Program

Minutes added to school year: 27,000

AcadeMir Charter School West provides FSA tutoring after school hours. FSA tutoring in the areas of reading, math, and science are provided for one hour on specified days 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 diagnostic (at the beginning, middle, and end of the year), baseline, and topic (by chapter for math) 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.

Strategy: Extended School Day

Minutes added to school year: 5,400

AcadeMir provides students with a daily 30-minute STEM Enrichment block in their schedule, in addition to a weekly 60-minute STEM Lab elective class. Students are provided with STEM learning opportunities through student centered activities.

Strategy Rationale

AcadeMir provides a variety of opportunities to expose and engage students in STEM activities that are project based, based on real-world issues, and use the engineering design process in order to prepare our students for 21st century careers.

Strategy Purpose(s)

- Enrichment

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 diagnostic (at the beginning, middle, and end of the year), baseline, and topic (by chapter for math) 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 and the school's online website. 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 classroom and meet the teacher/s. Student participation in this event is strongly encouraged. Parents and students are also invited to the September Open House when the teacher/s update parents on classroom routines and expectations. 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 of our fifth grade 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.

Through our partnership with Florida International University we instill the importance of continuing education into our students early on.

ACSW holds an annual career day to promote citizenship and future prospects for our students as community members.

The Florida Future Educators of America (FFEA) programs provides students with the opportunity to tutor and mentor other students academically.

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

At appropriate academic levels, our students are provided with the introduction and development of coding skills through our Robotics (available to 4th and 5th grade students) and our partnership with Blocks for Kids (available to all grade-levels).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase teacher capacity of instructional standards of practice across all curriculum through STEM integration.
- G2.** To increase student learning gains in the FSA English Language Arts assessment.

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. To increase teacher capacity of instructional standards of practice across all curriculum through STEM integration. 1a

G096882

Targets Supported 1b

Indicator	Annual Target
Highly Qualified Teachers	80.0
FSA Mathematics Achievement	87.0
Statewide Science Assessment Achievement	85.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher confidence and expertise in STEM curriculum is a barrier towards STEM integration across all curriculum.
- Lack of community partners is a barrier to the growth of the STEM instructional program.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Math, Science, and ELA Instructional Coaches facilitate the intellectual and professional growth of the teachers.
- STEM Committee
- STEM Lab: PLTW Curriculum
- Robotics Program
- STEM Enrichment Block: 30 minutes daily of STEM enrichment learning opportunity
- Science Fusion and Go Math curriculum

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 8/28/2017 to 6/7/2018

Evidence of Completion

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

G2. To increase student learning gains in the FSA English Language Arts assessment. 1a

G096883

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	81.0
ELA/Reading Lowest 25% Gains	65.0
ELA/Reading Gains	68.0

Targeted Barriers to Achieving the Goal 3

- Need for rigorous instruction of informational text and integration of knowledge and ideas that is aligned to the Florida Standards in ELA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wonders Curriculum
- Scholastic News Readers
- iReady
- RtI Program: small group and one-on-one interventions, WonderWorks curriculum
- After-school Tutoring Program
- Literacy Leadership Team

Plan to Monitor Progress Toward G2. 8

Quarterly, classroom, diagnostic, and topic assessments will be reviewed to monitor student growth in ELA.

Person Responsible

Angie Gonzalez

Schedule

Every 3 Weeks, from 8/28/2017 to 6/7/2018

Evidence of Completion

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

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

 = Problem Solving Step  S123456 = Quick Key

G1. To increase teacher capacity of instructional standards of practice across all curriculum through STEM integration. **1**

 G096882

G1.B1 Lack of teacher confidence and expertise in STEM curriculum is a barrier towards STEM integration across all curriculum. **2**

 B260620

G1.B1.S1 Professional developments and instructional support from curriculum coaches will be provided to increase teacher confidence and knowledge of STEM curriculum integration. **4**

 S276014

Strategy Rationale

Professional developments provided in-house will target the school-wide STEM integration initiative. Professional development in Claims Evidence Reasoning, the Engineering Design Process, and 4 C's: Critical Thinking, Collaboration, Communication, and Creativity will be given throughout the school year to deepen understanding of these initiatives, facilitate instruction, and increase student achievement by increasing the opportunities students will have with hands-on, project based learning focused on solving real-world problems in a student centered collaborative environment.

Action Step 1 **5**

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

Person Responsible

Pamela Picasso-Alarcon

Schedule

On 9/29/2017

Evidence of Completion

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

Action Step 2 5

Develop STEM related professional developments in-house and assign teachers to district professional developments throughout the school year.

Person Responsible

Angie Gonzalez

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

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.S1 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

Quarterly, from 8/28/2017 to 6/7/2018

Evidence of Completion

The evidence collected to demonstrate the strategy was monitored and implemented with fidelity includes the MLP registration, completion of evaluation, and PD attendance rosters.

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

To monitor for effectiveness of this strategy, administration will conduct walk-throughs to observe the application of STEM strategies in the classroom.

Person Responsible

Olivia Bernal

Schedule

Quarterly, from 8/28/2017 to 6/7/2018

Evidence of Completion

The evidence collected to demonstrate the strategy was monitored and implemented with fidelity include the sign-in sheet collected from each professional development will be collected and stored for record keeping, and completion of evaluations. Student data will be analyzed to determine program effectiveness. Teacher observations will serve as data on implementation strategies.

G1.B1.S2 Book studies in STEM integration led by the instructional coach will provide teachers the opportunity to collaborate on the latest research and improve their teaching. 4

 S276015

Strategy Rationale

Book Studies led by the instructional coaches will provide teachers a supportive environment to share ideas, learn about research based strategies to integrate STEM across all curriculum, and ask questions about what they are teaching in an effort to increase student success through all curriculum areas by increasing teacher capacity in STEM curriculum.

Action Step 1 5

Book Study in STEM curriculum integration across all curriculum.

Person Responsible

Tracy Rodriguez

Schedule

Monthly, from 10/3/2017 to 5/29/2018

Evidence of Completion

Completion will be demonstrated through My Learning Plan registration and evaluations.

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

To support the implementation of this strategy, the Book Study participants will be supported through the registration process in MLP and will receive copies of the book, attendance and participation will be monitored.

Person Responsible

Angie Gonzalez

Schedule

Monthly, from 10/9/2017 to 5/21/2018

Evidence of Completion

The evidence that will be collected to ensure fidelity of implementation include meeting agendas, sign-in sheets, registration in My Learning Plan, and the completion of the MLP evaluation.

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

To monitor for effectiveness of this strategy, administration will conduct walk-throughs to observe the application of STEM strategies in the classroom.

Person Responsible

Olivia Bernal

Schedule

Monthly, from 10/26/2017 to 5/29/2018

Evidence of Completion

The evidence collected to demonstrate the strategy was monitored and implemented with fidelity include the sign-in sheet collected from each professional development will be collected and stored for record keeping, and completion of evaluations. Student data will be analyzed to determine program effectiveness. Teacher observations will serve as data on implementation strategies.

G1.B1.S3 Develop Professional Learning Community through STEM Committee led by school and community stakeholders to given each stakeholder group an opportunity to collaborate on the latest research and improve the STEM Instructional program. 4

S276016

Strategy Rationale

Create a supportive environment to share ideas, learn about research based strategies to integrate STEM across all curriculum, and develop our STEM instructional program.

Action Step 1 5

Develop Professional Learning Community to improve the STEM instructional program.

Person Responsible

Angie Gonzalez

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

The evidence collected to demonstrate this action step will include registration and evaluation completion in My Learning Plan, as well as sign-in sheets, meeting agendas and minutes.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

To monitor the implementation of this strategy, the Book Study participants will be supported through the MLP registration process, will meet monthly, and have attendance and participation monitored.

Person Responsible

Angie Gonzalez

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

The evidence that will be collected to ensure fidelity of implementation include meeting agendas, sign-in sheets, registration in MLP, and completion of evaluations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

To monitor for effectiveness of this strategy, administration will conduct walk-throughs to observe the application of STEM strategies discussed in the PLC in the classroom.

Person Responsible

Olivia Bernal

Schedule

Monthly, from 8/28/2017 to 6/7/2018


Evidence of Completion

The evidence collected to demonstrate the strategy was monitored and implemented with fidelity include the sign-in sheet collected from each PLC meeting and stored for record-keeping, an completion of evaluations. Student data will be analyzed to determine program effectiveness. Teacher observations will sere as data on implementation strategies.

G1.B2 Lack of community partners is a barrier to the growth of the STEM instructional program. **2**

 B260621

G1.B2.S1 Leaders in the community, such as colleges, universities, and local businesses will be contacted and invited to participate in our STEM instructional program. **4**

 S276017

Strategy Rationale

An increase in community partnerships will increase student motivation and engagement in learning, the community, families and school work collaboratively to provide more learning opportunities through our STEM instructional program.

Action Step 1 **5**

Develop outreach efforts such as letters and invitation to potential community partners and connect with community leaders.

Person Responsible

Angie Gonzalez

Schedule

Weekly, from 8/28/2017 to 9/29/2017

Evidence of Completion

The evidence collected to demonstrate the completion of the activity includes communication logs, as well as copies of letters and email communication.

Action Step 2 **5**

Develop an ongoing relationship with community partners by establishing four meaningful interactions with the STEM instructional program and in class learning.

Person Responsible

Angie Gonzalez

Schedule

Quarterly, from 10/2/2017 to 6/7/2018

Evidence of Completion

The evidence collected to demonstrate the completion of the activity includes artifacts such as pictures, lesson plans, sign-in sheets, hands-on activities or projects, and field-trips.

Action Step 3 5

Apply for STEM Designation through MDCPS

Person Responsible

Olivia Bernal

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

STEM school designation criteria includes: STEM competitions, professional development, partnerships, equity and accountability.

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

To monitor and support the implementation of this strategy, progress will be discussed during the STEM Committee meetings.

Person Responsible

Angie Gonzalez

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Evidence collected includes copies of meeting agendas, minutes, sign-in sheets, letters, emails, and communication logs and a calendar of STEM instructional program and in class learning opportunities will be developed for each of the partners.

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

To monitor the effectiveness of the implementation the number of community partners and rate of participation is discussed during the STEM Committee meetings.

Person Responsible

Olivia Bernal

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

To demonstrate the effectiveness of this strategy the number of community partnerships should increase as evidenced by participation in our STEM instructional program through scheduled STEM activities and in class learning opportunities.

G2. To increase student learning gains in the FSA English Language Arts assessment. 1

G096883

G2.B1 Need for rigorous instruction of informational text and integration of knowledge and ideas that is aligned to the Florida Standards in ELA. 2

B260622

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

S276019

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 8/28/2017 to 6/7/2018

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

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

The evidence that will be collected to demonstrate the strategy was monitored and implemented with fidelity include weekly lesson plans, curriculum grade level minutes, and 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 8/28/2017 to 6/7/2018

Evidence of Completion

The evidence collected includes curriculum grade level sign in sheet and agenda, lesson plans, and classroom observations.

G2.B1.S2 Develop literacy related professional developments in-house and assign teachers to district professional developments throughout the school year to increase teacher capacity in integration of knowledge and ideas through the use of informational text. 4

 S276020

Strategy Rationale

By developing professional developments that focus on integration of knowledge and ideas through the use of informational text teachers will increase student reading comprehension by applying targeted strategies in the classroom.

Action Step 1 5

Teachers will be provided with professional development that focuses on how to apply the literacy strategies to increase reading comprehension in integration of knowledge and ideas.

Person Responsible

Angie Gonzalez

Schedule

Quarterly, from 8/14/2017 to 6/7/2018

Evidence of Completion

Professional development will be assigned and managed through the district's My Learning Plan PD System.

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

To monitor and support the fidelity of implementation teachers will register and complete evaluations through My Learning Plan and will be supported with the application of the literacy initiatives by administration and instructional coach.

Person Responsible

Angie Gonzalez

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

The evidence collected includes MLP registration and evaluation, PD attendance roster, and collaborative planning meetings, and observational walkthroughs.

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

To monitor for effectiveness of this strategy, administration will conduct walk-throughs to observe the application of literacy strategies in the classroom.

Person Responsible

Olivia Bernal

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

The evidence collected to demonstrate the strategy was monitored and implemented with fidelity include the sign-in sheet collected from each professional development will be collected and stored for record keeping, and completion of evaluations. Student data will be analyzed to determine program effectiveness. Teacher observations will serve as data on implementation strategies.

G2.B1.S3 The Literacy Leadership Team will hold Book Studies to provide teachers the opportunity to collaborate on the latest research and improve their teaching. 4

 S276021

Strategy Rationale

Book Studies led by the Literary Leadership Team will provide teachers a supportive environment to share ideas, learn about research based strategies to deepen student comprehension on informational text, and ask questions about what they are teaching in an effort to increase student success in integration of knowledge and ideas.

Action Step 1 5

Book Study in literacy strategies to increase integration of knowledge and ideas through informational text.

Person Responsible

Pamela Picasso-Alarcon

Schedule

Monthly, from 10/3/2017 to 5/29/2018

Evidence of Completion

Completion will be demonstrated through My Learning Plan registration and evaluations.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

To support the implementation of this strategy, the Book Study participants will be supported through the registration process in MLP and will receive copies of the book, attendance and participation will be monitored.

Person Responsible

Angie Gonzalez

Schedule

Monthly, from 10/9/2017 to 5/29/2018

Evidence of Completion

The evidence that will be collected to demonstrate the action plan was monitored and implemented with effectiveness include MLP evaluations, meeting agendas, meeting sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

To monitor for effectiveness of this strategy administration will conduct walk-throughs to observe the application of research based literacy strategies in the classroom.

Person Responsible

Olivia Bernal

Schedule












Monthly, from 8/28/2017 to 6/7/2018





Evidence of Completion

The evidence collected to demonstrate the strategy was monitored and implemented with fidelity include the sign-in sheet collected from the book study will be collected and stored for record keeping, and completion of evaluations. Student data will be analyzed to determine program effectiveness. Teacher observations will serve as data on implementation strategies.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1  A371294	Administer a school-wide professional development needs assessment to all instructional staff.	Picasso-Alarcon, Pamela	9/5/2017	The survey data will be provided through a system known as Survey Monkey.	9/29/2017 one-time
G1.B2.S1.A1  A371298	Develop outreach efforts such as letters and invitation to potential community partners and connect...	Gonzalez, Angie	8/28/2017	The evidence collected to demonstrate the completion of the activity includes communication logs, as well as copies of letters and email communication.	9/29/2017 weekly
G1.B1.S2.MA1  M399584	To support the implementation of this strategy, the Book Study participants will be supported...	Gonzalez, Angie	10/9/2017	The evidence that will be collected to ensure fidelity of implementation include meeting agendas, sign-in sheets, registration in My Learning Plan, and the completion of the MLP evaluation.	5/21/2018 monthly
G1.B1.S2.MA1  M399583	To monitor for effectiveness of this strategy, administration will conduct walk-throughs to observe...	Bernal, Olivia	10/26/2017	The evidence collected to demonstrate the strategy was monitored and implemented with fidelity include the sign-in sheet collected from each professional development will be collected and stored for record keeping, and completion of evaluations. Student data will be analyzed to determine program effectiveness. Teacher observations will serve as data on implementation strategies.	5/29/2018 monthly
G1.B1.S2.A1  A371296	Book Study in STEM curriculum integration across all curriculum.	Rodriguez, Tracy	10/3/2017	Completion will be demonstrated through My Learning Plan registration and evaluations.	5/29/2018 monthly
G2.B1.S3.MA1  M399595	To support the implementation of this strategy, the Book Study participants will be supported...	Gonzalez, Angie	10/9/2017	The evidence that will be collected to demonstrate the action plan was monitored and implemented with effectiveness include MLP evaluations, meeting agendas, meeting sign-in sheets.	5/29/2018 monthly
G2.B1.S3.A1  A371303	Book Study in literacy strategies to increase integration of knowledge and ideas through...	Picasso-Alarcon, Pamela	10/3/2017	Completion will be demonstrated through My Learning Plan registration and evaluations.	5/29/2018 monthly
G1.B1.S1.A2  A371295	Develop STEM related professional developments in-house and assign teachers to district...	Gonzalez, Angie	8/14/2017	Professional developments will be assigned and managed through the district's My Learning Plan professional development system.	5/31/2018 quarterly
G1.MA1  M399589	Quarterly, classroom, diagnostic, and topic assessments will be reviewed to monitor student growth...	Bernal, Olivia	8/28/2017	The data from student assessments will be the evidence of goal progress.	6/7/2018 every-3-weeks
G2.MA1  M399596	Quarterly, classroom, diagnostic, and topic assessments will be reviewed to monitor student growth...	Gonzalez, Angie	8/28/2017	The data from student assessments will be the evidence of goal progression.	6/7/2018 every-3-weeks
G1.B1.S1.MA1  M399581	To monitor for effectiveness of this strategy, administration will conduct walk-throughs to observe...	Bernal, Olivia	8/28/2017	The evidence collected to demonstrate the strategy was monitored and implemented with fidelity include the sign-in sheet collected from each professional development will be collected and stored for record keeping, and completion of evaluations. Student data will be analyzed to determine program effectiveness. Teacher observations will serve as data on implementation strategies.	6/7/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M399582	There will be professional developments assigned to all instructional staff members through the...	Gonzalez, Angie	8/28/2017	The evidence collected to demonstrate the strategy was monitored and implemented with fidelity includes the MLP registration, completion of evaluation, and PD attendance rosters.	6/7/2018 quarterly
G1.B2.S1.MA1  M399587	To monitor the effectiveness of the implementation the number of community partners and rate of...	Bernal, Olivia	8/28/2017	To demonstrate the effectiveness of this strategy the number of community partnerships should increase as evidenced by participation in our STEM instructional program through scheduled STEM activities and in class learning opportunities.	6/7/2018 monthly
G1.B2.S1.MA1  M399588	To monitor and support the implementation of this strategy, progress will be discussed during the...	Gonzalez, Angie	8/28/2017	Evidence collected includes copies of meeting agendas, minutes, sign-in sheets, letters, emails, and communication logs and a calendar of STEM instructional program and in class learning opportunities will be developed for each of the partners.	6/7/2018 monthly
G1.B2.S1.A2  A371299	Develop an ongoing relationship with community partners by establishing four meaningful...	Gonzalez, Angie	10/2/2017	The evidence collected to demonstrate the completion of the activity includes artifacts such as pictures, lesson plans, sign-in sheets, hands-on activities or projects, and field-trips.	6/7/2018 quarterly
G1.B2.S1.A3  A371300	Apply for STEM Designation through MDCPS	Bernal, Olivia	8/28/2017	STEM school designation criteria includes: STEM competitions, professional development, partnerships, equity and accountability.	6/7/2018 monthly
G2.B1.S1.MA1  M399590	The curriculum coaches will have monthly curriculum grade level meetings in which they will provide...	Gonzalez, Angie	8/28/2017	The evidence collected includes curriculum grade level sign in sheet and agenda, lesson plans, and classroom observations.	6/7/2018 monthly
G2.B1.S1.MA1  M399591	Weekly lesson plans will be submitted to the curriculum coaches each week.	Gonzalez, Angie	8/28/2017	The evidence that will be collected to demonstrate the strategy was monitored and implemented with fidelity include weekly lesson plans, curriculum grade level minutes, and data chats.	6/7/2018 weekly
G2.B1.S1.A1  A371301	All content area teachers will develop meaningful lessons to target the Florida Standards,...	Gonzalez, Angie	8/28/2017	Weekly lesson plans, data chats, curriculum grade level meetings.	6/7/2018 weekly
G2.B1.S2.MA1  M399592	To monitor for effectiveness of this strategy, administration will conduct walk-throughs to observe...	Bernal, Olivia	8/28/2017	The evidence collected to demonstrate the strategy was monitored and implemented with fidelity include the sign-in sheet collected from each professional development will be collected and stored for record keeping, and completion of evaluations. Student data will be analyzed to determine program effectiveness. Teacher observations will serve as data on implementation strategies.	6/7/2018 monthly
G2.B1.S2.MA1  M399593	To monitor and support the fidelity of implementation teachers will register and complete...	Gonzalez, Angie	8/28/2017	The evidence collected includes MLP registration and evaluation, PD attendance roster, and collaborative planning meetings, and observational walkthroughs.	6/7/2018 weekly
G2.B1.S2.A1  A371302	Teachers will be provided with professional development that focuses on how to apply the literacy...	Gonzalez, Angie	8/14/2017	Professional development will be assigned and managed through the district's My Learning Plan PD System.	6/7/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1  M399585	To monitor for effectiveness of this strategy, administration will conduct walk-throughs to observe...	Bernal, Olivia	8/28/2017	The evidence collected to demonstrate the strategy was monitored and implemented with fidelity include the sign-in sheet collected from each PLC meeting and stored for record-keeping, an completion of evaluations. Student data will be analyzed to determine program effectiveness. Teacher observations will sere as data on implementation strategies.	6/7/2018 monthly
G1.B1.S3.MA1  M399586	To monitor the implementation of this strategy, the Book Study participants will be supported...	Gonzalez, Angie	8/28/2017	The evidence that will be collected to ensure fidelity of implementation include meeting agendas, sign-in sheets, registration in MLP, and completion of evaluations.	6/7/2018 monthly
G1.B1.S3.A1  A371297	Develop Professional Learning Community to improve the STEM instructional program.	Gonzalez, Angie	8/28/2017	The evidence collected to demonstrate this action step will include registration and evaluation completion in My Learning Plan, as well as sign-in sheets, meeting agendas and minutes.	6/7/2018 monthly
G2.B1.S3.MA1  M399594	To monitor for effectiveness of this strategy administration will conduct walk-throughs to observe...	Bernal, Olivia	8/28/2017	The evidence collected to demonstrate the strategy was monitored and implemented with fidelity include the sign-in sheet collected from the book study will be collected and stored for record keeping, and completion of evaluations. Student data will be analyzed to determine program effectiveness. Teacher observations will serve as data on implementation strategies.	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. To increase teacher capacity of instructional standards of practice across all curriculum through STEM integration.

G1.B1 Lack of teacher confidence and expertise in STEM curriculum is a barrier towards STEM integration across all curriculum.

G1.B1.S1 Professional developments and instructional support from curriculum coaches will be provided to increase teacher confidence and knowledge of STEM curriculum integration.

PD Opportunity 1

Develop STEM related professional developments in-house and assign teachers to district professional developments throughout the school year.

Facilitator

Angie Gonzalez/ Liza Morera/ Yli Moreno/Melissa Valladares

Participants

All instructional staff

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

G1.B1.S2 Book studies in STEM integration led by the instructional coach will provide teachers the opportunity to collaborate on the latest research and improve their teaching.

PD Opportunity 1

Book Study in STEM curriculum integration across all curriculum.

Facilitator

Liza Morera

Participants

Faculty

Schedule

Monthly, from 10/3/2017 to 5/29/2018

G1.B1.S3 Develop Professional Learning Community through STEM Committee led by school and community stakeholders to given each stakeholder group an opportunity to collaborate on the latest research and improve the STEM Instructional program.

PD Opportunity 1

Develop Professional Learning Community to improve the STEM instructional program.

Facilitator

Olivia Bernal, Angie Gonzalez, Liza Morera, Melissa Valladares

Participants

Faculty, Staff, and Community Partners

Schedule

Monthly, from 8/28/2017 to 6/7/2018

G2. To increase student learning gains in the FSA English Language Arts assessment.

G2.B1 Need for rigorous instruction of informational text and integration of knowledge and ideas that is aligned to the Florida Standards in ELA.

G2.B1.S2 Develop literacy related professional developments in-house and assign teachers to district professional developments throughout the school year to increase teacher capacity in integration of knowledge and ideas through the use of informational text.

PD Opportunity 1

Teachers will be provided with professional development that focuses on how to apply the literacy strategies to increase reading comprehension in integration of knowledge and ideas.

Facilitator

Angie Gonzalez, Yli Moreno

Participants

ELA Teachers

Schedule

Quarterly, from 8/14/2017 to 6/7/2018

G2.B1.S3 The Literacy Leadership Team will hold Book Studies to provide teachers the opportunity to collaborate on the latest research and improve their teaching.

PD Opportunity 1

Book Study in literacy strategies to increase integration of knowledge and ideas through informational text.

Facilitator

Angie Gonzalez, Yli Moreno

Participants

ELA Teachers

Schedule

Monthly, from 10/3/2017 to 5/29/2018

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	Administer a school-wide professional development needs assessment to all instructional staff.				\$0.00
2	G1.B1.S1.A2	Develop STEM related professional developments in-house and assign teachers to district professional developments throughout the school year.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0410 - Academir Charter School West	School Improvement Funds		\$300.00
3	G1.B1.S2.A1	Book Study in STEM curriculum integration across all curriculum.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0410 - Academir Charter School West	School Improvement Funds		\$350.00
4	G1.B1.S3.A1	Develop Professional Learning Community to improve the STEM instructional program.				\$0.00
5	G1.B2.S1.A1	Develop outreach efforts such as letters and invitation to potential community partners and connect with community leaders.				\$0.00
6	G1.B2.S1.A2	Develop an ongoing relationship with community partners by establishing four meaningful interactions with the STEM instructional program and in class learning.				\$0.00
7	G1.B2.S1.A3	Apply for STEM Designation through MDCPS				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0410 - Academir Charter School West	School Improvement Funds		\$2,500.00
8	G2.B1.S1.A1	All content area teachers will develop meaningful lessons to target the Florida Standards, utilizing data to drive instruction.				\$0.00
9	G2.B1.S2.A1	Teachers will be provided with professional development that focuses on how to apply the literacy strategies to increase reading comprehension in integration of knowledge and ideas.				\$0.00
10	G2.B1.S3.A1	Book Study in literacy strategies to increase integration of knowledge and ideas through informational text.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Dade - 0410 - Academir Charter School West - 2017-18 SIP
Academir Charter School West

			0410 - Academir Charter School West	School Improvement Funds		\$350.00
Total:						\$3,500.00