

Miami-Dade County Public Schools

Academir Charter School Preparatory



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	17
Budget to Support Goals	19

Academir Charter School Preparatory

19185 SW 127TH AVE, Miami, FL 33177

www.academircharterschoolpreparatory.com

Demographics

Principal: Mary Gonzalez

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: A (69%) 2016-17: B (61%) 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	84%
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	2018-19	2017-18	2016-17
Grade	B	A	B

School Board Approval

N/A

SIP Authority

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of AcadeMir Charter School Preparatory is to provide students with a wellgrounded 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.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Ledo, Mary Kristina	Principal	Oversee all safety Security and compliance. Spearheads all instructional practices and is the instructional leader of the school including annex campus.
Plantada, Christopher	Assistant Principal	Assists the Principal in all functions. Oversees intervention, tutoring, discipline, Title 3, Student Support services
Blandino, Valeria	Assistant Principal	administrator for 6th grade, assists principal in all 6th grade initiatives, Title 1
Taylor, Amanda	SAC Member	Science coach, gifted and ELC
Schmitt, Marianela	Instructional Coach	Mathematics
Fonte, Vanessa	Instructional Coach	Reading and LA

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	133	181	143	181	99	110	49	0	0	0	0	0	0	896
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	3	4	2	9	3	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	12	15	20	18	0	0	0	0	0	0	65

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	9	3	3	0	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	8	2	12	3	3	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

47

Date this data was collected or last updated

Tuesday 9/10/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated

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	4	1	4	1	3	0	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	6	2	10	3	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	17	13	11	0	0	0	0	0	0	0	41

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	6	11	3	0	0	0	0	0	0	0	0	26

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	63%	61%	49%	59%	57%
ELA Learning Gains	62%	61%	59%	72%	59%	57%
ELA Lowest 25th Percentile	63%	57%	54%	84%	55%	51%
Math Achievement	61%	67%	62%	57%	62%	58%
Math Learning Gains	56%	63%	59%	57%	60%	56%
Math Lowest 25th Percentile	46%	56%	52%	34%	52%	50%
Science Achievement	59%	56%	56%	71%	53%	53%
Social Studies Achievement	0%	80%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	133 (0)	181 (0)	143 (0)	181 (0)	99 (0)	110 (0)	49 (0)	0 (0)	0 (0)	896 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	3 (0)	4 (0)	2 (0)	9 (0)	3 (0)	3 (0)	0 (0)	0 (0)	0 (0)	24 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (0)	15 (0)	20 (0)	18 (0)	0 (0)	0 (0)	65 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	60%	5%	58%	7%
	2018	60%	61%	-1%	57%	3%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	59%	64%	-5%	58%	1%
	2018	55%	60%	-5%	56%	-1%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
05	2019	62%	60%	2%	56%	6%
	2018	59%	59%	0%	55%	4%
Same Grade Comparison		3%				
Cohort Comparison		7%				
06	2019					
	2018					
Cohort Comparison		-59%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	67%	-2%	62%	3%
	2018	63%	67%	-4%	62%	1%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	57%	69%	-12%	64%	-7%
	2018	65%	68%	-3%	62%	3%
Same Grade Comparison		-8%				
Cohort Comparison		-6%				
05	2019	58%	65%	-7%	60%	-2%
	2018	60%	66%	-6%	61%	-1%
Same Grade Comparison		-2%				
Cohort Comparison		-7%				
06	2019					
	2018					
Cohort Comparison		-60%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	59%	53%	6%	53%	6%
	2018	71%	56%	15%	55%	16%
Same Grade Comparison		-12%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-71%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	42	47	24	42	50	18				
ELL	55	61	63	52	49	45	45				
BLK	47	20		53	40						
HSP	64	65	68	61	56	46	60				
FRL	61	62	67	61	54	43	53				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	69	75	59	81						
ELL	53	73	78	56	71	73	60				
BLK	46	70		38	50						
HSP	57	72	79	64	71	72	70				
FRL	55	71	81	63	70	74	69				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21			32							
ELL	38	68	77	51	56	31	71				
BLK	38			58							
HSP	50	72	88	57	55	33	73				
FRL	47	70	82	56	53	36	68				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Lowest 25% in mathematics showed the lowest performance. Contributing factors include a less rigorous, strategic approach to intervention. A failure to continuously monitor performance and make immediate curricular changes.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Lowest 25% Learning gains in mathematics had the largest decline due to less strategic interventions and a failure to continuously monitor performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The lowest 25% in mathematics and Learning gains in mathematics overall had a significant decrease particularly in in the subgroups that contain SWDs and Black students.

Which data component showed the most improvement? What new actions did your school take in this area?

The most improved area was ELA proficiency in all subgroups.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Areas of concern are the performance of SWDs and of Black students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Learning Gains lowest 25% Math
2. Learning Gains lowest 25% ELA
3. Learning Gains Math

- 4. Learning Gain ELA
- 5. Science

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Lowest 25% Mathematics Learning Gains
Rationale	Only 46% of students in the lowest 25% made learning gains on the 2019 FSA Assessment. This is a considerable difference from the previous accountability year, where 70% of students in the lowest 25% made learning gains.
State the measurable outcome the school plans to achieve	Students in the lowest 25% will increase their learning gains on the 2020 Math FSA by 24 percentage points to 70% of the students in the lowest 25% making learning gains. .
Person responsible for monitoring outcome	Marianela Schmitt (mschmitt@academircharterschoolpreparatory.com)
Evidence-based Strategy	Extended day, differentiated instruction, data driven instruction, restructuring the response to intervention program
Rationale for Evidence-based Strategy	Strategies listed above were developed based on feedback from teachers and data collection. These strategies are more individualized, where strategies used in the previous school year were more generalized and did not prove to be successful.
Action Step	
Description	<ol style="list-style-type: none"> 1. Frequent monitoring of teachers implementing differentiated instruction by curriculum coaches and administration 2. Bi weekly assessments 3. Monthly Data Chats with administration
Person Responsible	Marianela Schmitt (mschmitt@academircharterschoolpreparatory.com)

#2	
Title	Learning Gains of Students with Disabilities
Rationale	Students with Disabilities were identified by the state as an underperforming subgroup for not meeting the Federal Index of 41%.
State the measurable outcome the school plans to achieve	Students with disabilities will meet the 41% target on the 2020 FSA.
Person responsible for monitoring outcome	Mary Kristina Ledo (mkledo@dadeschools.net)
Evidence-based Strategy	Extended day, differentiated instruction, data driven instruction, restructuring the response to intervention program
Rationale for Evidence-based Strategy	Strategies listed above were developed based on feedback from teachers and data collection. These strategies are more individualized, where strategies used in the previous school year were more generalized and did not prove to be successful.
Action Step	
Description	<ol style="list-style-type: none"> 1. Frequent monitoring of teachers implementing differentiated instruction by curriculum coaches and administration 2. Bi weekly assessments 3. Monthly Data Chats with administration
Person Responsible	Mary Kristina Ledo (mkledo@dadeschools.net)

#3	
Title	Learning gains in the Black subgroup
Rationale	Black students were identified by the state as an underperforming subgroup for not meeting the Federal Index of 41%.
State the measurable outcome the school plans to achieve	Black students will meet the 41% target on the 2020 FSA.
Person responsible for monitoring outcome	Christopher Plantada (cplantada@academircharterschoolpreparatory.com)
Evidence-based Strategy	Extended day, differentiated instruction, data driven instruction, restructuring the response to intervention program
Rationale for Evidence-based Strategy	Strategies listed above were developed based on feedback from teachers and data collection. These strategies are more individualized, where strategies used in the previous school year were more generalized and did not prove to be successful.
Action Step	
Description	<ol style="list-style-type: none"> 1. Frequent monitoring of teachers implementing differentiated instruction by curriculum coaches and administration 2. Bi weekly assessments 3. Monthly Data Chats with administration
Person Responsible	Christopher Plantada (cplantada@academircharterschoolpreparatory.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In the 2018-2019 school year, ACSP students achieved 59% proficiency on the FCAT Science as opposed to the 2017-2018 school year's performance of 72% proficiency. This year, the goal for science proficiency is 65%. Students will be assessed more frequently and data will be monitored closely by administration. The school has also purchased a new science curriculum, Elevate, that is aligned to the district pacing guide and hired a Science curriculum coach to guide instruction and provide support to the science teachers.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

AcadeMir Charter School Preparatory establishes a positive relationship with families through participation at the many school-wide events that take place throughout the school year. Through parent workshops, events, and committees such as: FSA State Testing Parent Night, SAT Parent Night, Open House, Hispanic Heritage, Harvest Festival, Book Fair, Curriculum Under the Stars, Career Day, Honor Roll Assemblies, Field Day, and EESAC are all opportunities for parents to become involved in the school and become more informed on how to help their child with academics.

ACSP communicates with parents through various methods. Connect ED messages are sent out on a regular basis, flyers for special events and celebrations are sent out, teachers email important information to parents via their parent distribution lists, the school website provides up to date information on all of the school activities and events.

Parents are kept informed of their child's progress through emails, phone calls or parent conferences with their child's teacher, the parent portal, through the Quarterly District progress report, and through the Quarterly report card.

PFEP Link

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

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 and emotional needs of all students are being met through the Positive Behavior Intervention System (PBIS), utilization of data, structuring for success, and collaboration. The setting is organized to promote successful behavior from all students. Students that are in need of therapeutic sessions are referred out to appropriate agencies. All faculty and staff members share the responsibility of ensuring that all students follow the school's behavioral plan. A policy is in place for disseminating critical information regarding the students well-being and safety.

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

Prior to the opening of school, Orientation is held for all incoming Kindergarten students. Before the school year begins incoming Kindergarten students are screened in both reading and math using a school developed assessment in order to provide teachers with a baseline assessment of prior knowledge. Kindergarten students are assessed using FLKRS and iReady Diagnostic Assessment which is given three times a year. The data received from these assessments is used to assist teachers in planning instruction.

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 school leadership team's role at AcadeMir Charter School Preparatory is to impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, as well as prevention of student failure through early intervention. The school leadership team will meet regularly in order to systematically analyze available student academic and behavior data and allocate resources to improve student learning.

Services are provided to ensure students at ACSP require additional remediation are assisted through extended learning opportunities (after-school programs and Saturday School). Support services are provided to the schools, students, and families. Throughout the data analysis process, the leadership team examines the validity and effectiveness of the program delivery.

During the leadership meetings, a problem solving method is implemented in order to identify

discrepancies between current and expected performance in each grade level. The team will discuss interventions being implemented by teachers as well as strategies being used to strengthen areas of concerns. Interim Assessment data, progress monitoring data, and trend information will be used to monitor successful implementation of the School Improvement Plan. Additionally, the team will discuss students that are at-risk and below grade level and provide remediation strategies with fidelity. The team will evaluate school-wide professional development plans and training opportunities to enhance teaching and learning.

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

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lowest 25% Mathematics Learning Gains				\$13,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1015 - Academir Charter School Preparatory	Title, I Part A		\$13,375.00
			<i>Notes: Intervention program salaries/parttime hourlies</i>			
2	III.A.	Areas of Focus: Learning Gains of Students with Disabilities				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1015 - Academir Charter School Preparatory	General Fund		\$40,000.00
			<i>Notes: the addition of a 3rd Fulltime special education teacher to assist in indiv needs of students</i>			
3	III.A.	Areas of Focus: Learning gains in the Black subgroup				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1015 - Academir Charter School Preparatory	Title, I Part A		\$5,000.00
			<i>Notes: Intervention of lowest 35% by means of intervention materials for tier 3 intervention</i>			
Total:						\$58,375.00