Academir Charter School Of Math And Science

2020-21 Schoolwide Improvement Plan

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Academir Charter School Of Math And Science

13330 SW 288TH STREET, Homestead, FL 33030

www.academirpreparatoryacademy.com

Demographics

Principal: Antonio Cejas

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	97%

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

School Grades History

Year

Grade

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of AcadeMir Charter Shool of Math and Science is to provide students with a well-rounded elementary 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 for AcadeMir Charter School of Math and Science 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Bello, Susie	Principal	The role of the principal is to communicate a clear and common mission and vision, ensure all teachers and staff are implementing the SIP by following the Problem-Solving Process, and to oversee all safety security and compliance. The principal ensures that instruction is aligned to state academic content standards; maintain continuous improvement in the building; disseminate data to promote data driven instruction to yield student success; develop partnerships with parents and the community; and nurture a positive school culture that promotes learning and engagement for students and adults, where each individual feels valued.

Demographic Information

Principal start date
Wednesday 7/1/2020, Antonio Cejas

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
11

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	
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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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 9/3/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
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		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

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	0%	62%	57%	0%	57%	55%
ELA Learning Gains	0%	62%	58%	0%	61%	57%
ELA Lowest 25th Percentile	0%	58%	53%	0%	58%	52%
Math Achievement	0%	69%	63%	0%	66%	61%
Math Learning Gains	0%	66%	62%	0%	65%	61%
Math Lowest 25th Percentile	0%	55%	51%	0%	57%	51%
Science Achievement	0%	55%	53%	0%	52%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

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

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

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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

N/A This is a new school.

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

N/A This is a new school.

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.

N/A This is a new school.

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

N/A This is a new school.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A This is a new school.

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

1. ELA proficiency for grades 3-5
2. MATH proficiency for grades 3-5
3. Science proficiency in grade 5
4. ELA proficiency gains for grade 5
5. MATH proficiency gains for grade 5

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA proficiency will be focused on during the 2020 - 2021 school year. This is a critical area as it will affect our ELA learning gains for the 5th grade as well.
Measurable Outcome:	We plan to achieve an overall ELA proficiency of 55% or higher.
Person responsible for monitoring outcome:	Susie Bello (susiebello@dadeschools.net)
Evidence-based Strategy:	Consistent Progress Monitoring with a focus on data driven and standard aligned instruction.
Rationale for Evidence-based Strategy:	According to the 2019 3rd Grade FSA data of my current 5th grade students, they achieved an overall 23% proficiency. Therefore, monitoring these students and providing all resources available to them will be critical to reach our goal.

Action Steps to Implement

Professional development on data driven and standard aligned instruction; Continual data chats with teacher; Teacher to conduct data chats with students; Tutoring; Planning for effective data driven differentiated instruction.

Person Responsible	Susie Bello (susiebello@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	MATH proficiency will be focused on during the 2020 - 2021 school year. This is a critical area as it will affect our MATH learning gains for the 5th grade as well.
Measurable Outcome:	We plan to achieve an overall MATH proficiency of 55% or higher.
Person responsible for monitoring outcome:	Susie Bello (susiebello@dadeschools.net)
Evidence-based Strategy:	Consistent Progress Monitoring with a focus on data driven and standard aligned instruction.
Rationale for Evidence-based Strategy:	According to the 2019 3rd Grade FSA data of my current 5th grade students, they achieved an overall 39% proficiency. Therefore, monitoring these students and providing all resources available to them will be critical to reach our goal.

Action Steps to Implement

Professional development on data driven and standard aligned instruction; Continual data chats with teacher; Teacher to conduct data chats with students; Tutoring; Planning for effective data driven differentiated instruction.

Person Responsible	Susie Bello (susiebello@dadeschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our school plan is to reach 75% learning gains in 5th Grade ELA.
Measurable Outcome:	We plan to achieve 75% learning gains of our 5th grade students.
Person responsible for monitoring outcome:	Susie Bello (susiebello@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategies that will be utilized in the ELA classroom are: Daily Intervention meeting the students at their level and moving them from there; standard aligned instruction to ensure that the students are being exposed to on grade level material (and above); data driven instruction (especially differentiated instruction); Tutoring sessions.
Rationale for Evidence-based Strategy:	These strategies have been selected due to student performance on the Spring 2019 FSA ELA, as well as the AP1 in Reading administered this school year. The resources being utilized are Wonders, iReady Teacher Toolbox, USA Test Prep, MyOn, and ReadWorks.org.

Action Steps to Implement

Professional development on research-based strategies have been provided to teachers. Additional professional development on the use of the iReady teacher toolbox and Wonders digital platform will be provided in order for teachers to appropriately use these resources for instructional delivery, as well as targeted interventions and differentiated instruction. Tutoring will also be made available.

Person Responsible	Susie Bello (susiebello@dadeschools.net)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our school plan is to reach 75% learning gains in 5th Grade MATH.
Measurable Outcome:	We plan to achieve 75% learning gains of our 5th grade students.
Person responsible for monitoring outcome:	Susie Bello (susiebello@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategies that will be utilized in the MATH classroom are: Daily bellringers; standard aligned instruction to ensure that the students are being exposed to on grade level material (and above); data driven instruction (especially differentiated instruction); Tutoring sessions.
Rationale for Evidence-based Strategy:	These strategies have been selected due to student performance on the Spring 2019 FSA MATH, as well as the AP1 in Reading administered this school year. The resources being utilized are Think Central, iReady Teacher Toolbox, USA Test Prep, and Reflex Math.

Action Steps to Implement

Professional development on research-based strategies have been provided to teachers. Additional professional development on the use of the iReady teacher toolbox and ThinkCentral digital platform will be provided in order for teachers to appropriately use these resources for instructional delivery, as well as targeted interventions and differentiated instruction. Tutoring will also be made available.

Person Responsible	Susie Bello (susiebello@dadeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The purpose of AcadeMir Charter School of Math and Science (ACSMS) is to prepare students to reach their maximum potential in all subjects. 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.

To provide the best learning environment, ACSMS utilizes the Positive Behavior System (PBS) model which include 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.

ACSMS implements the 3R's Plus Club - Respect, Responsibility, Readiness Ready to Learn, and Integrity plus School Values. 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 a 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 the teacher's website, a lesson, as well as displayed in the PBS corner in the classroom. 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.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	6300	120-Classroom Teachers	4242 - Academir Charter School Of Math And Science			$700.00
			Notes: I have only included the EESAC funds as I am a new school.			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
					Total:	**$700.00**