Miami-Dade County Public Schools

Academir Charter School West

2020-21 Schoolwide Improvement Plan

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Academir Charter School West

14880 SW 26TH ST, Miami, FL 33185

www.academircharterschoolwest.com

Demographics

Principal: Retta Bello

Start Date for this Principal: 8/1/2015

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
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: A (73%) 2017-18: A (70%) 2016-17: A (73%) 2015-16: A (64%)
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	N/A
* 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	56%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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 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.

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 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.

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.

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
Bernal, Olivia	Principal	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
Muro, Barbara	Instructional Coach	Barbara Muro is Curriculum Support Specialists for the area of Reading and Language Arts. The role of Curriculum Support Specialists provide classroom support and guidance to teachers on the implementation of the SIP. She engages in collaborative planning meetings with ELA teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from iReady, baseline, and Mid-Year Assessments, as well as student progress motioning through interventions. She also assist teachers in implementing of the instructional core program Wonders with fidelity. Mrs. Muro also provides support services through coaching cycles, professional development and instructional coaching to in an effort to build their instruction capacity and increase student achievement in Reading/Language Arts.
Valladares, Melissa	Instructional Coach	Science Curriculum Support Specialist Science and ESOL Coordinator. The role of Curriculum Support Specialists provide classroom support and guidance to teachers on the implementation of the SIP. She engages in collaborative planning meetings with Math teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from iReady, baseline, topic assessments and Mid-Year Assessments, as well as student progress motioning through science enrichment. She also assist teachers in implementing of the instructional core program HMH Science Fusion with fidelity. Ms. Valladares also provides support services through coaching cycles, professional development and instructional coaching to in an effort to build their instruction capacity and increase student achievement in Science and STEM education. Additionally, Ms. Valladares monitors and supports the ESOL program at the school by supporting the monitoring the school-wide ESOL program by facilitating ESOL Testing, holding Annual LEP Committee meetings, providing teachers with ESOL strategies and resources, offer professional development for proper implementation of ESOL Strategies and techniques to support all ELL learners in the general education classroom.
Chaudry, Hira	Teacher, K-12	Kindergarten Teacher and Kindergarten Grade Level Chair. As a grade level chair Mrs. DeLaTorre serves as a liaison between the school leadership team and the grade level teachers. The grade level chair's duty is to meet with their team regularly, keep them informed, support and lead their team to achieve the school's student achievement goals, organize parent communication, coordinate grade-wide activities, and provide instructional support to teachers in Kindergarten grade level.

Name	Title	Job Duties and Responsibilities
Alvarez, Angelica	Teacher, K-12	First Grade teacher and First Grade Level Chair. As a grade level chair Ms. Reyes serves as a liaison between the school leadership team and the grade level teachers. The grade level chair's duty is to meet with their team regularly, keep them informed, support and lead their team to achieve the school's student achievement goals, organize parent communication, coordinate grade-wide activities, and provide instructional support to teachers in the First Grade Level.
Torano, Angelica	Teacher, K-12	Second Grade teacher and Second Grade Level Chair. As a grade level chair Ms. Garcia serves as a liaison between the school leadership team and the grade level teachers. The grade level chair's duty is to meet with their team regularly, keep them informed, support and lead their team to achieve the school's student achievement goals, organize parent communication, coordinate grade-wide activities, and provide instructional support to teachers in the Second Grade Level.
Barbery, Nancy	Teacher, K-12	Fourth Grade teacher and Fourth Grade Level Chair. As a grade level chair Ms. Barbery serves as a liaison between the school leadership team and the grade level teachers. The grade level chair's duty is to meet with their team regularly, keep them informed, support and lead their team to achieve the school's student achievement goals, organize parent communication, coordinate grade-wide activities, and provide instructional support to teachers in the Fourth Grade Level.
Ortiz, Catalina	Teacher, K-12	Fifth Grade teacher and Fifth Grade Level Chair. As a grade level chair Ms. Ortiz serves as a liaison between the school leadership team and the grade level teachers. The grade level chair's duty is to meet with their team regularly, keep them informed, support and lead their team to achieve the school's student achievement goals, organize parent communication, coordinate grade-wide activities, and provide instructional support to teachers in the Fifth Grade Level.
Rodriguez, Tracy	Assistant Principal	Valeria Blandino, 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 successes.
Ortega, Rosali	Instructional Coach	Mrs. Ortega is Curriculum Support Specialists for the area of Mathematics. The role of Curriculum Support Specialists provide classroom support and guidance to teachers on the implementation of the SIP. She engages in

Name	Title	Job Duties and Responsibilities
		collaborative planning meetings with Math teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from iReady, baseline, topic assessments and Mid-Year Assessments, as well as student progress motioning through interventions. She also assist teachers in implementing of the instructional core program GoMath with fidelity. Mrs. Ortega also provides support services through coaching cycles, professional development and instructional coaching to in an effort to build their instruction capacity and increase student achievement in Math.
Bonachea Martinez, Cecilia	Teacher, K-12	Third Grade teacher and Third Grade Level Chair. As a grade level chair Mrs. Ortega serves as a liaison between the school leadership team and the grade level teachers. The grade level chair's duty is to meet with their team regularly, keep them informed, support and lead their team to achieve the school's student achievement goals, organize parent communication, coordinate grade-wide activities, and provide instructional support to teachers in the Third Grade Level.

Demographic Information

Principal start date

Saturday 8/1/2015, Retta Bello

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.*

17

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.*

19

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 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
2019-20 Title I School	No

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
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: A (73%) 2017-18: A (70%) 2016-17: A (73%) 2015-16: A (64%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	113	110	84	114	99	98	0	0	0	0	0	0	0	618
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	5	3	6	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	1	3	4	0	0	0	0	0	0	0	8

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	1	4	0	0	0	0	0	0	0	5

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

Monday 8/31/2020

Prior Year - As Reported

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	110	91	121	107	101	88	0	0	0	0	0	0	0	618
Attendance below 90 percent	0	0	0	0	1	0	0	0	0	0	0	0	0	1
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	2	3	5	0	0	0	0	0	0	0	10

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	1	1	5	2	0	0	0	0	0	0	0	9

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	110	91	121	107	101	88	0	0	0	0	0	0	0	618
Attendance below 90 percent	0	0	0	0	1	0	0	0	0	0	0	0	0	1
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	2	3	5	0	0	0	0	0	0	0	10

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	1	1	5	2	0	0	0	0	0	0	0	9

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	1	0	0	0	0	0	0	0	0	0	1
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	79%	63%	61%	79%	59%	57%
ELA Learning Gains	69%	61%	59%	65%	59%	57%
ELA Lowest 25th Percentile	48%	57%	54%	61%	55%	51%
Math Achievement	89%	67%	62%	85%	62%	58%
Math Learning Gains	73%	63%	59%	71%	60%	56%
Math Lowest 25th Percentile	70%	56%	52%	67%	52%	50%
Science Achievement	86%	56%	56%	83%	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	
	(0)	(0)	(0)	(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	77%	60%	17%	58%	19%
	2018	83%	61%	22%	57%	26%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	86%	64%	22%	58%	28%
	2018	78%	60%	18%	56%	22%
Same Grade Comparison		8%				
Cohort Comparison		3%				
05	2019	73%	60%	13%	56%	17%
	2018	75%	59%	16%	55%	20%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				
06	2019					
	2018					
Cohort Comparison		-75%				
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	90%	67%	23%	62%	28%
	2018	87%	67%	20%	62%	25%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	93%	69%	24%	64%	29%
	2018	87%	68%	19%	62%	25%
Same Grade Comparison		6%				
Cohort Comparison		6%				
05	2019	83%	65%	18%	60%	23%
	2018	85%	66%	19%	61%	24%
Same Grade Comparison		-2%				
Cohort Comparison		-4%				
06	2019					
	2018					
Cohort Comparison		-85%				
07	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	86%	53%	33%	53%	33%
	2018	81%	56%	25%	55%	26%
Same Grade Comparison		5%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-81%				

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	45			73							
ELL	73	61	40	85	63	65	83				
HSP	79	70	48	89	74	70	87				
FRL	76	66	44	88	76	69	83				

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	50			40							
ELL	63	62	50	85	76						
HSP	79	62	43	86	70	68	81				
FRL	76	63	44	84	67	65	79				

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
ELL	69	54	50	89	75	67	46				
HSP	79	65	60	85	71	67	82				
FRL	75	60	55	84	68	63	79				

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)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	593
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	69
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0

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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

The data component that showed the lowest performance achievement was the ELA lowest 25% subgroup. We had several new teachers who were unfamiliar with the curriculum. Compared to the prior year's data, ELA showed a lower percentage of proficiency in reading; therefore an emphasis was placed on professional development for ELA Core Instruction and ELA Interventions.

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

The data component that showed the greatest decline from the prior year was the 3rd grade ELA data, declining 6% points from 84% to 77% proficiency. The 3rd grade ELA team included 3 new ELA teachers. Because of this, the teachers were unfamiliar with the important of emphasizing student pacing and time management. As a result, many students did not complete their ELA FSA in a timely manner.

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 data component with the greatest gap compared to the state average was ELA Lowest 25%. The school scored 6% below the state average of 54%, with a proficiency of 48%. In the last few school years, the trend for proficiency in this subgroup has fluctuated within the 40th percentile. Our school is continuing to monitor student performance, implement rigorous interventions and progress monitoring, and have seen an increase in proficiency from 41% to 48%.

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

One of the data components that showed the most improvement was ELA Learning Gains, increasing 8% points from 61% to 69% proficiency. In the ELA classroom, the intentional pairing of literary and informational text provided students with exposure to content specific Tier 2/Tier 3 vocabulary that further provided an opportunity for enhanced cross-curricular connections. Novel studies were strategically incorporated into reading instruction in efforts to increase academic rigor through complex texts and provide multiple opportunities to refine the critical thinking skills necessary for students to make cross-curricular content connections. By grade level, novels are paired with informational text in order to deepen student understanding of major themes and literary elements, as well as to build the background knowledge required to access the deepest level of comprehension through evaluation. Writing in Response to Text was infused into reading instruction for the purpose of becoming a better reader by specifically using the most directly relevant evidence to support text-dependent reading responses. This allowed students to better comprehend multiple complex texts while also refining the writing skills necessary to complete longer forms of writing. Teachers modeled how to compose writing pieces in response to text-dependent questions and writing prompts, and demonstrate how to utilize rubrics, as a clear understanding of what is expected, to self-assess all the necessary components of a well-written response. In addition, the RTI Intervention program was implemented with fidelity allowing us to target students functioning below grade level and facilitate student growth through specific interventions based on student needs.

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

Reflecting on the EWS data, the potential areas of concern are students within the lowest 25% and students with disabilities (SWD) subgroups achieving a level 1 on state assessments in ELA and Math.

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

1. Increase ELA overall proficiency
2. Increase ELA learning gains for students in the lowest 25%
3. Increase ELA Fifth Grade overall proficiency
4. Increase Math learning gains for students in the lowest 25%
5. Increase Math Fifth Grade overall proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	To increase overall ELA school-wide achievement: According to the ELA student achievement from the previous school year, our greatest area for growth is in the area of ELA.
Measurable Outcome:	We plan to achieve an overall 4% increase in ELA student achievement, from 79% to 83%.
Person responsible for monitoring outcome:	Barbara Muro (muro@academircharterschoolwest.com)
Evidence-based Strategy:	The evidence-based strategies that will be evident in ELA instruction are: Integration of Article-a-Day by ReadWorks.org and integration of informational text through the use of paired text to support STEM education across the curriculum. Additionally, the use of rubrics to ensure fidelity in writing instruction will be implemented.
Rationale for Evidence-based Strategy:	These strategies have been selected due to our overall performance in the domain of Integration of Knowledge and Ideas on the FSA. Historically, our student population has demonstrated the greatest deficiency in this domain do to the complexity of the standards entailed and exposure to informational text at rigorous levels of text complexity. Due to the correlation between reading and writing for overall achievement in ELA, the use of rubrics to outline student expectations are being implemented.

Action Steps to Implement

Professional development on the use of Article-a-Day, Coach Digital, use of rubrics to drive instruction, and the effective implementation of digital, innovative lessons via the Google for Education Suite have taken place. During weekly common planning, teachers are provided with informational text resources to be used as paired-text with their ELA curriculum and discussions on how to use these resources to correlate to science topics in order to fully integrate STEM into their curriculum are taking place. In addition, teachers are being supported in the development of effective rubrics and how to best incorporate them into daily lessons. Planning for effective data-driven differentiated instruction also occur weekly with all ELA teachers. In addition, teachers will receive ongoing professional development in the areas indicated by our needs assessment and best practices for effective reading instruction.

Person Responsible	Olivia Bernal (obernal@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	To increase lowest 25% ELA learning gains: The lowest 25% ELA learning gains from the previous school year shows great room for growth.
Measurable Outcome:	We plan to achieve a 5% increase in the lowest 25% ELA learning gains, from 48% to 53%.
Person responsible for monitoring outcome:	Barbara Muro (muro@academircharterschoolwest.com)
Evidence-based Strategy:	In the general education classroom, the evidence-based strategies that will be evident in ELA instruction are: Integration of Article-a-Day by ReadWorks.org and integration of informational text through the use of paired text to support STEM education across the curriculum. Additionally, specific targeted interventions are implemented using the individual student data to meet the needs of these learners.
Rationale for Evidence-based Strategy:	These strategies have been selected due to student performance on the Spring 2019 FSA ELA and I-Ready AP1 Reading. The resources being used to provide specific interventions are: Wonders, WonderWorks, I-Ready Toolbox, MyON, and ReadWorks.org.

Action Steps to Implement

Professional Development on the latest research-based strategies have been provided to teachers. Additionally, interventions are provided to this population of student weekly, and school-wide ELA tutoring is offered twice a week throughout the months of October-March. Lastly, through weekly common planning, teachers are provided support in planning and developing resources to target the specific needs of these students through the DI portion of instruction.

Person Responsible	Olivia Bernal (obernal@dadeschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	To increase overall ELA proficiency in fifth grade: Overall proficiency in fifth grade ELA from the previous school year shows great room for growth.
Measurable Outcome:	We plan to achieve a 5% increase in our Fifth grade overall proficiency in ELA, from 73% to 78%.
Person responsible for monitoring outcome:	Barbara Muro (muro@academircharterschoolwest.com)
Evidence-based Strategy:	The evidence-based strategies that will be evident in ELA instruction are: Integration of Article-a-Day by ReadWorks.org and integration of informational text through the use of paired text to support STEM education across the curriculum.
Rationale for Evidence-based Strategy:	These strategies have been selected due to our overall performance in the domain of Integration of Knowledge and Ideas on the FSA. Historically, our student population have demonstrated the greatest deficiency in this domain do to the complexity of the standards entailed and exposure to informational text at rigorous levels of text complexity.

Action Steps to Implement

Professional development on the use of Article-a-Day, Coach Digital, use of rubrics to drive instruction, and the effective implementation of digital, innovative lessons via the Google for Education Suite have taken place. During weekly common planning, teachers are provided with effective implementation of the instructional framework utilizing timers for lesson pacing, informational text resources to be used as paired-text with their ELA curriculum and discussions on how to use these resources to correlate to science topics in order to fully integrate STEM into their curriculum. Planning for effective data-driven differentiated instruction also occurs weekly with all ELA teachers. In addition, school-wide ELA tutoring is offered to the lowest 25% of students in third grade, twice a week from October-March.

Person Responsible	Olivia Bernal (obernal@dadeschools.net)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our school plans to increase the learning gains of our lowest 25% in Mathematics. This area of focus was identified as a critical need from the data reviewed since there was no increase in learning gains from the previous year for this subgroup.
Measurable Outcome:	Our school plans to increase the learning gains of our lowest 25% in Mathematics by 2% points, from 84% to 86%.
Person responsible for monitoring outcome:	Rosali Ortega (rortega@academircharterschoolwest.com)
Evidence-based Strategy:	The evidence-based strategies that will be used in the general education Mathematics classroom will be using common assessments and diagnostics to assess and monitor student mastery of standards, and implementing data-driven instruction through standard-driven bell ringers and differentiated instruction groups. Additionally, targeted interventions and tutoring support are provided to meet the individual needs of students. Planning for these evidence-based strategies will take place through common planning sessions.
Rationale for Evidence-based Strategy:	These strategies have been selected due to student performance on the Spring 2019 FSA Math and I-Ready AP1 Math. Using common planning sessions to help teachers analyze data from common assessments and diagnostics will ensure that teachers target the correct standards and meet student learning goals in their daily standard-driven bell ringers, differentiated instruction groups, and intervention and tutoring sessions. This will ensure that the needs of our students in the lowest 25% are being met through the use of standards-based resources including i-Ready Toolbox, Go Math Reteach curriculum, Go Math Strategic and Intensive Intervention curriculum, and Coach Digital.

Action Steps to Implement

Professional development on research-based strategies in Mathematics has been provided to teachers. Additional professional development on the use of the Go Math ThinkCentral digital platform, i-Ready Toolbox, and Coach Digital will be provided in order for teachers to learn how to appropriately use the different components of the curriculum for instructional delivery and targeted interventions. Weekly common planning sessions with all Math teachers allows for collaboration and support in planning and creating resources to meet the specific needs of all students. Additionally, interventions are provided to this population of students weekly, and school-wide Math tutoring is offered twice a week throughout the months of October-March.

Person Responsible	Olivia Bernal (obernal@dadeschools.net)

#5. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our school plans to increase our overall Math proficiency in fifth grade. This area of focus was identified as a critical need from the data reviewed since there was a 2% point decrease from the prior year.
Measurable Outcome:	Our school plans to increase the overall Math proficiency in fifth grade by 4% points, from 83% to 87%.
Person responsible for monitoring outcome:	Rosali Ortega (rortega@academircharterschoolwest.com)
Evidence-based Strategy:	The evidence-based strategies that will be used in the general education Mathematics classroom will be using common assessments and diagnostics to assess and monitor student mastery of standards, and implementing data-driven instruction through standard-driven bell ringers and differentiated instruction groups. Planning for these evidence-based strategies will take place through common planning sessions.
Rationale for Evidence-based Strategy:	These strategies have been selected due to student performance on the Spring 2019 FSA Math. Given that there was a 2% point decrease from the prior year, it is imperative that teachers learn to analyze data from common assessments and diagnostics to ensure that teachers target the correct standards to meet student learning goals in their daily standard-driven bell ringers, and differentiated instruction groups. Standards-based resources including i-Ready Toolbox, Go Math Reteach curriculum, and Coach Digital will be used by teachers to support their instruction.

Action Steps to Implement

Professional development on the use of digital, innovative Math lessons via the Google for Education Suite have taken place. During weekly common planning, effective implementation of the instructional framework utilizing timers for lesson pacing, virtual manipulatives and interactive notebooks is discussed. Additionally, the implementation of data-driven differentiated instruction is also planned.

Person Responsible	Olivia Bernal (obernal@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

1.To increase STEM integration across the curriculum and increase Science Achievement by 3 percentage points.
Professional developments and instructional support from curriculum coaches will be Provided to increase teacher confidence and knowledge of STEM curriculum integration. 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.
• The Math, Science, and ELA Instructional Coaches facilitate the intellectual and professional growth of the teachers.
• STEM PLC and STEM Book Study
• STEM Lab: PLTW Curriculum
• Robotics Program and Coding
• STEM Enrichment Block: 30 minutes daily of STEM enrichment learning opportunities.
• STEM Capstone Project
STEM integration will be monitored for effectiveness of these strategies, administration will conduct walk-throughs to observe the application of STEM strategies in the classroom.
2. To increase in school safety and security by incorporating proactive safety measures, systems and resources to enhance and maintain a safe school building.
• Ensuring that all visitors are identified and that they only enter the school building through the single point entry identified as the Main Office entrance.
• All students and staff members will be required to wear their identification badges at all times when in the building.
• Visitors will sign in using the Concierge Identification system which will generate a ID to be worn while on campus. This system will also provide data reports showing the number of visitors entering and exiting the building.
• All staff members will be trained and reminded of policies and procedures to ensure a safe school (CRAZE Training).
• Safe School Officer on campus from bell to bell
• The Threat Assessment Team will complete the Florida Safe School Assessment Tool
• The Threat Assessment Team will hold monthly meetings.
• The school will conduct monthly evacuation drills and the Threat assessment team will be assigned posts and areas to assist with drills.
• FortifyFL will be an app used and will be placed on all school computers, school website and posted around campus. Parents, students, staff and community stakeholders will be made aware of this anonymous system that can be used notify proper authority of suspicious activity or threats.
The Threat Assessment Team members will conduct monthly compliance checks to ensure the safety and security of school campus and that the school is in compliance with Florida Senate Bill 7026 The Marjory Stoneman Douglas High School Public Safety Act.

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 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.

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, and Integrity 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.

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.

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**				**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$6,720.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	120-Classroom Teachers	0410 - Academir Charter School West	School Improvement Funds	120.0	$6,720.00
			Notes: School SAC Funds will be used to pay for after school tutors to tutor students in the lowest 25% free of cost to students.			
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
5	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
					Total:	**$6,720.00**