

Miami-Dade County Public Schools

# Academir Charter School Preparatory



## 2021-22 Schoolwide Improvement Plan

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# Academir Charter School Preparatory

19185 SW 127TH AVE, Miami, FL 33177

www.academircharterschoolpreparatory.com

## Demographics

Principal: Mary Gonzalez

Start Date for this Principal: 9/13/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	80%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (59%) 2017-18: A (69%) 2016-17: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Dade County School Board on 9/24/2021.

## 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](http://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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## Academir Charter School Preparatory

19185 SW 127TH AVE, Miami, FL 33177

www.academircharterschoolpreparatory.com

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	83%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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### SIP Authority

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<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 well grounded Kindergarten through Eighth grade 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ledo, Mary Kristina	Principal	Provides strategic direction in the school. The principal drives instruction, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. The principal ensures the safety and security of all stakeholders and maintains compliance within the District
Plantada, Christopher	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
Triana, Marianne	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
Carreno, Nicole	Other	Chairperson of the Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.
Tabares, Erica	Instructional Coach	The Instructional Coach serves as part of the Leadership Team and be responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Pierre-Louis, Dominique	Instructional Coach	The Instructional Coach serves as part of the Leadership Team and be responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Zamora, Yessnia	Instructional Coach	The Instructional Coach serves as part of the Leadership Team and be responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

## Demographic Information

### Principal start date

Monday 9/13/2021, Mary Gonzalez

**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.*

**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.*

**Total number of teacher positions allocated to the school**

74

**Total number of students enrolled at the school**

1,146

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

7

### Demographic Data

## Early Warning Systems

### 2021-22

**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	146	147	0	0	0	0	0	0	0	0	0	0	0	293
Attendance below 90 percent	3	0	0	2	0	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	6	0	0	0	0	0	0	6
Course failure in ELA	0	2	5	2	8	12	11	0	0	0	0	0	0	40
Course failure in Math	0	1	0	1	15	16	25	6	0	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	65	57	58	0	0	0	0	0	0	0	180
Level 1 on 2019 statewide FSA Math assessment	0	0	0	65	57	58	0	0	0	0	0	0	0	180
Number of students with a substantial reading deficiency	0	4	9	22	10	18	13	8	10	0	0	0	0	94

**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	4	23	18	30	39	39	17	15	0	0	0	0	185

**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	12	0	0	0	0	0	0	0	0	0	12
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 9/13/2021

## 2020-21 - 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	130	130	180	146	180	96	80	44	0	0	0	0	0	986
Attendance below 90 percent	0	5	15	7	11	20	24	10	0	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	2	9	10	1	6	15	0	0	0	0	0	0	44
Course failure in Math	1	2	2	5	14	4	11	0	0	0	0	0	0	39
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	15	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	25	0	4	25	34	18	0	0	0	0	0	106

**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	12	5	5	16	28	15	0	0	0	0	0	81

**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	2	2	0	3	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 2020-21 - 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	130	130	180	146	180	96	80	44	0	0	0	0	0	986
Attendance below 90 percent	0	5	15	7	11	20	24	10	0	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	2	9	10	1	6	15	0	0	0	0	0	0	44
Course failure in Math	1	2	2	5	14	4	11	0	0	0	0	0	0	39
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	15	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	25	0	4	25	34	18	0	0	0	0	0	106

#### 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	12	5	5	16	28	15	0	0	0	0	0	81

#### 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	2	2	0	3	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	0	0	0	3

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	63%	61%	58%	62%	60%
ELA Learning Gains				62%	61%	59%	71%	61%	57%
ELA Lowest 25th Percentile				63%	57%	54%	81%	57%	52%
Math Achievement				61%	67%	62%	63%	65%	61%
Math Learning Gains				56%	63%	59%	70%	61%	58%
Math Lowest 25th Percentile				46%	56%	52%	70%	55%	52%
Science Achievement				59%	56%	56%	72%	57%	57%
Social Studies Achievement					80%	78%		79%	77%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	65%	60%	5%	58%	7%
Cohort Comparison						
04	2021					
	2019	59%	64%	-5%	58%	1%
Cohort Comparison		-65%				
05	2021					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-59%				
06	2021					
	2019					
Cohort Comparison		-62%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	67%	-2%	62%	3%
Cohort Comparison						
04	2021					
	2019	57%	69%	-12%	64%	-7%
Cohort Comparison		-65%				
05	2021					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-57%				
06	2021					
	2019					
Cohort Comparison		-58%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	59%	53%	6%	53%	6%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-59%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

IReady Diagnostics and Standards Mastery, Performance Matter and USA Test prep

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	46	61
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	36	50
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	42	50
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	27	48
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	70	77
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	25	62
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	48	52
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	43	68
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	50	70
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	11	60
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	49	54

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	45	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	36	47

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	30	30
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	34	36
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		66	70
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			



Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	28	52	45	33	44	31					
ELL	54	60	48	54	51	50	55	53			
BLK	53			50							
HSP	62	61	52	58	51	47	63	59			
FRL	62	60	46	59	53	49	63	56			
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
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	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

## Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

### **What trends emerge across grade levels, subgroups and core content areas?**

Black subgroups and ESE subgroups made under 50% learning gains in mathematics.

### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Math learning gains and learning gains in lowest 25% in mathematics particularly in the black and ESE subgroups need to improve to over 50%.

### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Accuracy in Progress monitoring was hindered during the 20-21 school year, lack of hands on manipulatives and kinesthetic learning was affected by school closures and a dedicated mathematics coach was not on staff for the entirety of the year.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Science had a 20 point gain in proficiency in 5th grade and ELA has exhibited an upward trend in proficiency and learning gain over the past 4 years.

### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

Continuous improvement and vertical planning. Progress monitoring using standards based assessments bi weekly and monthly.

### **What strategies will need to be implemented in order to accelerate learning?**

Increase the rigor in instruction, differentiate instruction in small groups in order to strategically target standards of need as well as enrich upon standards of strength. Create mandatory tutoring plans to address core subjects

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Create PLCs and strategic professional development that focuses on differentiated instruction, small group centered activities, and rigor.

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Create a culture with extensive modeling, support and walk throughs with an emphasis on vertical planning embedded in curriculum and data chats.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	In 2019 ACSP was targeted because less than 50% of the black and ESE subgroups failed to make gains.
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<b>Measurable Outcome:</b>	At least 55% of the black and ESE subgroups will make learning gains in mathematics
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<b>Monitoring:</b>	Bi weekly to monthly progress monitoring.
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<b>Person responsible for monitoring outcome:</b>	Yessnia Zamora (yzamora@academircharterschoolpreparatory.com)
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<b>Evidence-based Strategy:</b>	Hands on manipulatives in conjunction with curriculum focusing on Florida MAFS and the increased use of strategic software targeting areas of need monthly.
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<b>Rationale for Evidence-based Strategy:</b>	Resources had to be aligned to the MAFS.
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**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**ACSP K-8 will continue to utilize a PBS model in order to address discipline and target a positive school culture. The main areas of concern is discipline issues that result from interpersonal issues.**

**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.**

In collaboration with the values matter District curriculum, Hero, and PBS model. the school utilizes a progressive discipline approach with students. ACSP employs 2 full time counselors to assist with not only IEP mandated therapy but also to address crisis situations. ACSP K-8 utilizes monthly token economy tenets to ensure positive approaches to behavior.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

All staff members are responsible for creating a positive school culture and all staff members will be trained using HERO. Administration and counselors are equally responsible for maintain a positive behavioral support environments.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$10,000.00