Academir Charter School East At Doral

2021-22 Schoolwide Improvement Plan

Table of Contents

Academir Charter School East At Doral

11300 NW 41ST STREET, Doral, FL 33178

www.academircharterterschooleast.com

Demographics

Principal: Rosali Cardentey O

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	43%

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	2020-21
Grade	

School Board Approval

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

SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of AcadeMir Charter School East at Doral 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 East at Doral 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
Bernal, Olivia	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
Ortega, Rosali	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.
Muro, Barbara	Reading 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 AP1 and Mid-Year Assessments AP2, 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	ELL Compliance Specialist	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 Science 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

Name	Position Title	Job Duties and Responsibilities
		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.
Mendosa, Vanessa	Teacher, ESE	Mrs. Mendosa monitors and supports the ESE program at the school by supporting the monitoring the school-wide ESE program by facilitating ESE collaboration/consultation support to teachers and students in accordance to their IEP's, holds Annual IEP meetings, providing teachers with ESE strategies and resources, offer professional development for proper implementation of ESE Strategies and techniques to support all ESE learners in the general education classroom.
Fonseca, Cindy	Instructional Technology	The instructional technology specialist provides leadership, staff development, and instructional support to all instructional staff. The Google Suite Specialist develops and offers school-wide instructional technology education for teachers and academic administrative staff. She assists in the development and implementation of curriculum and technology integration projects. She provides instructional staff with the essential support needed to complete technology-based instructional management and productivity functions at every grade level, by training teachers how to use and manage Google Suite. The Instructional Technology Specialist collaborates with appropriate instructional and technical staff to support, manage, and optimize the use of instructional software and network resources to support quality teaching and learning.
Rodriguez, Barbie	Teacher, K-12	First Grade teacher and First Grade Level Chair. As a grade level chair Ms. Rodriguez 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.
Ponce, Vanessa	Teacher, K-12	Second Grade teacher and Second Grade Level Chair. As a grade level chair Ms. Ponce 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.

Demographic Information

Principal start date

Thursday 7/1/2021, Rosali Cardentey O

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.*

5

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.*

8

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

369

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

0

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

26

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	60	71	74	54	62	48	0	0	0	0	0	0	0	369
Attendance below 90 percent	1	1	2	1	1	1	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	1	1	2	1	1	0	0	0	0	0	0	0	7
Course failure in Math	1	1	1	1	1	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	23	20	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	22	21	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	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	16	17	0	0	0	0	0	0	0	33

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	1	0	0	1	1	0	0	0	0	0	0	0	3
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

Sunday 9/19/2021

2020-21 - 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		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math 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		

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	60	71	74	54	62	48	0	0	0	0	0	0	0	369
Attendance below 90 percent	1	1	2	1	1	1	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	1	1	2	1	1	0	0	0	0	0	0	0	7
Course failure in Math	1	1	1	1	1	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	23	20	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	22	21	0	0	0	0	0	0	0	43

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	16	17	0	0	0	0	0	0	0	33

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	1	0	0	1	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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?

This is an new school and school performance data is not available. As such the only data collected at this time is IReady AP1 data which reveals that the lowest performance achievement was found in ELA 47% of students are at least one grade level below and 22% are two or more grade levels below in reading. In Math 35% of students are performing at least one grade level below and 27% are performing at least two or more grade levels below.

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

This is a new school, this Data is not available.

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

Although we do not have real data to analyze our current diagnostic data available is significantly low in reading and math. We believe the decrease was attested the COVID-19 pandemic where an significant number of student were virtual for the majority part of the school year. In addition the school serve a large ESOL population and new students coming to this country for the first time. In Doral we serve a large Venezuelan population a large population of non English speakers. Therefore an emphasis will be place in both Reading, Mathematics and the ESOL population working on language acquisition. We will target been professional development for Reading Math Core Instruction, Interventions and ESOL services and supports.

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

Not Applicable

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

Not Applicable

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

The following best practices, strategies, curriculum and resources will be implemented with fidelity throughout the course of the year in order to accelerate student learning.
•Use of Reading, Wonders Core Curriculum, Reading Horizons Interventions, Daily Pull-Out Interventions, Afterschool Tutoring and Reading Enrichment Academy, Word of the Week, school-wide literacy initiatives: literacy week, family literacy night, literacy walk, Barnes and Noble nights, book fair, Book Study, Action Research.
•Math, Go Math curriculum, Weekly iReady, Interventions, after-school tutoring and Enrichment Academy, Math Book Study
•Science: Fusion curriculum, after-school tutoring, PLTW Science LAB, Daily STEM Enrichment, Science Tutoring Afterschool, SECEME, Robotics & Engineering Afterschool Enrichment, and STEM Night
•Use of Instructional Technology (iReady Reading & Math; Reflex Math, Gizmos, Discovery, MyOn Digital, Computer labs, Laptops, iPads Smart Boards)
•Quarterly student data chats with students, teachers and parents.
•Ongoing progress monitoring RTI Tier I, II, III moving students through the tiers.
•Ongoing Instructional support through PD, Coaching Cycles and Common Planning.

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.

Professional developments are offered throughout the school year in a variety of forms. Select teachers and school leaders will attend local, state and national conferences and serve as trainer the trainer and be able to train staff. Appropriate and relevant school wide professional development occurs on teacher planning days as well as on early release days. Training is provided on all core subject areas, with an emphasis on school-wide initiatives and strategies, differentiated instruction, use of data to drive instruction, incorporating technology in the classroom, cross-curricular education, STEM Education and hands-on interactive learning for all grade levels. Grade level teams meet weekly to ensure that all teachers have the necessary tools to successfully meet the needs of their students. Monthly PLC's and/or book studies are on ongoing practice to build the instructional capacity of teachers and administrators. These after-school sessions are conducted to collaborate, share best practices and improve student achievement. The school leadership team to facilitate common planning embedded into the master schedule to allow for continued collaboration and to improve teaching and learning. Teachers and staff also have an opportunity to register for off-site

professional development opportunities or attend district mandated trainings. In addition, ongoing opportunities are offered to teachers who are in need of support by observe master teachers teach specific areas of instruction or targeted areas of improvement.

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

Our academic programs provide teachers with access to data in the form of formative and summative assessments. I-Ready is a tool use to gather summative data over the course of the academic school year in order to effectively drive instruction. Interventions are provided to those students that fall within Tier 2 and Tier 3 with fidelity. In addition, the lowest 25% in both the areas of reading and mathematics will receive afterschool tutoring in reading and math. In order to increase ELA and Mathematics proficiency the school has developed curriculum maps and crunch calendars to reinforce skills and areas or needs improvement. 3rd - 5th grade students are encouraged to participate after school tutoring, Enrichment Academies, weekly Saturday Writing Academy and Science Academy. The implementation of these services are evidenced with attendance rosters for tutoring and intervention, as well as on going progress monitoring data reports. Use of instructional coaches to build the instructional capacity of teachers and conduct coaching cycles, PD, guide and assist teachers during common planning to support teaching and learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The 2021 iReady AP 1 Diagnostic data indicates that the greatest student achievement deficit is in reading. The data indicates that 47% of all students are functioning at least one below grade level below in reading and 22% are performing 2 or more years below grade level. As such school-wide mathematics proficiency has been identified as a critical area of need.
Measurable Outcome:	To increase student achievement in reading the school will focus a student learning gains of students one grade level below by 30% points percentage points, and increase Math Learning Gains for students two or more grade level below who fall in the lowest 25% by 10% percentage points. Through the use of specific standard driven instruction ACSE will increase reading overall proficiency by 55% points from 31%% to 71% percentage points as determined by AP3.%
Monitoring:	Implementation into their daily instructional routine will be monitored through common planning, coaching cycles and administrative classroom walkthroughs. The school will use I-Ready Diagnostic Results for AP1, AP2 and AP3 to monitor areas of focus, areas of proficiency, areas of needs improvement and make adjustment to instruction as determined by school progress monitoring data. Progress monitoring data also helps us monitor student performance by subgroups such as, ESE, ESOL and lowest 25%.
Person responsible for monitoring outcome:	Rosali Ortega (ortega@dadeschools.net)
Evidence-based Strategy:	The following is the curriculum, resources and best practices strategies that will be implemented with fidelity throughout the course of the year •Use of Reading, Wonders Core Curriculum, Reading Horizons interventions, Daily Pull-Out Interventions, Afterschool Reading Tutoring and Reading Enrichment Academy. •Strategies: Use word maps is a visual organizer that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways. Story Sequencing: Sequencing refers to the identification of the components of a story — the beginning, middle, and end and also to the ability to retell the events within a given text in the order in which they occurred.
Rationale for Evidence-based Strategy:	These strategies were selected because they are researched based, used for struggling readers and ESOL students. Word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. Enhancing students' vocabulary is important to developing their reading comprehension. Help students develop their understanding of a word. They help students think about new terms or concepts in several ways and they help student build upon prior knowledge and visually represent new information. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Sequencing is also an important component of problem-solving across subjects. It assists with comprehension. Sequence structures help students of varying abilities organize information and ideas efficiently.

Action Steps to Implement

Professional development on the use of word maps and story sequencing and the effective implementation into their daily instructional routine have taken place. During weekly common planning, teachers are provided with resources to be used in vocabulary and reading comprehension with their ELA curriculum and discussions on how to use these resources to correlate and how to use supplemental ELL and reteach resources for ELL students and struggling readers. Teachers are supported to plan for effective data-driven differentiated instruction on a weekly basis with coaches and with all ELA teachers. In addition, school-wide ELA tutoring is offered to the lowest 25% of students, twice a week from October-

April. 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 Math	
Area of Focus Description and Rationale:	The 2021 iReady AP 1 Diagnostic data indicates that the greatest student achievement deficit is in Mathematics. The data indicates that 63% of all students are functioning at least one below grade level below in math and 21% are performing 2 or more years below grade level. As such school-wide mathematics proficiency has been identified as a critical area of need.
Measurable Outcome:	To increase student achievement in Mathematics the school will focus a student learning gains of students one grade level below by 40% points percentage points, and increase Math Learning Gains for students two or more grade level below who fall in the lowest 25% by 10% percentage points. Through the use of specific standard driven instruction ACSE will increase Mathematics overall proficiency by 50% points from 15%% to 65 % percentage points as determined by AP3.
Monitoring:	Professional development on the use of Go Math curriculum. During weekly common planning, teachers are provided with resources to be used alongside the Go Math curriculum and discussions on how to use these resources to correlate to desegregated data from the topic assessments. Planning for effective data-driven differentiated instruction also occur weekly with all Math teachers. In addition, school-wide Math tutoring is offered to the lowest 25% of students, twice a week from October-April. In addition, teachers will

receive ongoing professional development in the areas indicated by our needs assessment and best practices for effective math instruction. The school will use I-Ready Diagnostic Results for AP1, AP2 and AP3 to determine school-wide performance, areas of proficiency, areas of needs improvement and make adjustment to instruction as determined by school progress monitoring data. |
| **Person responsible for monitoring outcome:** | Rosali Ortega (ortega@dadeschools.net) |
| **Evidence-based Strategy:** | The evidence-based strategies that will be evident in Mathematics instruction are: the use of Topic test to assess and monitor student mastery of standards. Teachers will use the data provided in Topic assessments to drive their instruction and spiral into bell ringers and DI. Additionally students are supported through intervention weekly. Additionally the use of iReady toolbox and Go Math reteach specific standard driven instruction is provided to the students to meet their individual educational needs. |
| **Rationale for Evidence-based Strategy:** | In order to increase math proficiency the school instructional coaches will help build the instructional capacity of math teachers through professional development, coaching cycles and common planning. In addition in order to reinforce strategies and increase mathematics proficiency the school has developed curriculum maps and crunch calendars to reinforce strategies for mathematics operations and algebraic thinking.

The school will offer daily interventions are conduct daily interventions tier 2 and tier 3 students in the RTI process to support and target the needs of struggling students in a more targeted systematic research based instructional approach. Afternoon tutoring opportunities are also available to students in the lowest 25% in need of reinforcement of skills. Third though Fifth grade students are encouraged to participate in these weekly sessions. |
| **Action Steps to Implement** | |

Professional development on the use of Go Math curriculum. During weekly common planning, teachers are provided with resources to be used alongside the Go Math curriculum and discussions on how to use these resources to correlate to desegregated data from the topic assessments. Planning for effective data-

driven differentiated instruction also occur weekly with all Math teachers. In addition, school-wide Math tutoring is offered to the lowest 25% of students, twice a week from October-April. In addition, teachers will receive ongoing professional development in the areas indicated by our needs assessment and best practices for effective math instruction.

Person Responsible   Olivia Bernal (obernal@dadeschools.net)

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Student enrollment data indicates that 54% of our student body is ELL and fall within level 1-4 of language proficiency. School I-Ready data indicates that 47% of all students are functioning at least one below grade level below in reading and 22% are performing 2 or more years below grade level. The 90% of these students functioning below grade level are ELL students. As such school-wide reading proficiency of ELL subgroup of students has been identified as a critical area of need.
Measurable Outcome:	English Learners are expected to increase their level of English language proficiency; improve their overall academic achievement; and increase their use of English in all subjects and outside of school. 80% of all ELL students will develop oral communication, that is, the listening and speaking skills that will help them meet those expectations. Related English Language Proficiency Standards: -Participate in grade - appropriate oral exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions -Determine the meaning of words and phrases in oral presentations -Create clear and coherent grade - appropriate speech -Use grade - appropriate standard English forms to communicate in speech The growth target for 80% of all ELL students is to move up at least one proficiency level based on the WIDA Screener.
Monitoring:	Daily instructional routines will be monitored through common planning, coaching cycles and administrative classroom walkthroughs. Weekly common planning for effective data-driven differentiated instruction occurs weekly with teachers and instructional coaches. In addition, teachers receive ongoing professional development in the areas indicated by our needs assessment and best practices for effective instruction. The school will use I-Ready Diagnostic Results for AP1, AP2 and AP3 to monitor areas of focus, areas of proficiency, areas of needs improvement and make adjustment to instruction as determined by school progress monitoring data. Progress monitoring data also helps us monitor student performance by subgroups such as ESOL and lowest 25%. Imagine learning bi-weekly reports will be pulled for usage and Elevation lesson The School ELL coordinator will monitor and conduct ELL program reviews at least quarterly.
Person responsible for monitoring outcome:	Melissa Valladares (valladares@academircharterschoolwest.com)
Evidence-based Strategy:	The following strategies to be used with ELL's in the classroom include starting with easy lessons/topics and gradually increase their difficulty: -Building vocabulary purposefully -Providing the background and context students need to understand grade-level content -Modeling oral presentations -Practice oral presentations multiple times, and giving and receiving feedback -Re-teaching in different ways For students at higher levels, we will use: -Self-assessments -Small group discussions and activities I will use the district-created assessment to monitor student progress throughout the school year and provide appropriate, differentiated instruction and modifications as well as peer review and feedback.

	In addition, ELL students will receive pullout interventions via a ESOL Lab and ELA tutoring is offered to the lowest 25% of students, twice a week from October-April.
Rationale for Evidence-based Strategy:	The skills that are the focus of this goal are particularly relevant to helping students meet the new standards, especially the following College and Career Readiness Anchor Standards for Speaking and Listening as listed in the Florida Standards and the new BEST Standards for English Language Arts Standards: -Present information, findings, and supporting evidence such that follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. - Make strategic use of digit resources and visual to express information and enhance understanding of information. - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Action Steps to Implement

use the Cella online, WIDA, i-Ready and Imagine learning, assessments we will monitor student progress throughout the school year and provide appropriate, differentiated instruction and modifications as well having data chats with teachers and students on areas of strength and areas of need improvement. During our common planning time, I embedded instructional techniques and activities to help support the ELLs in the classroom. Program evaluation are conducted on an on-going basis via input from administrators, staff and parents when conducting Annual LEP Committee meetings. A program analysis is conducted annually by interpreting student progress and achievement for continuous improvement. In addition, administration will monitor ELL interventions are happening with fidelity and that they have the resources and programs in the ESOL Lab and in addition monitor afterschool tutoring ELL attendance and participation from October-April.

Person Responsible   Olivia Bernal (obernal@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

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 Lab: PLTW Curriculum
• Robotics Program
• STEM Enrichment Block: 30 minutes daily of STEM enrichment learning opportunity STEM integration will be monitored for effectiveness of this strategy, 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 staff members will be required to wear their staff 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).
• All staff members will be trained on
• 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 be made aware of this
anonymous system that can be used notify proper authority of suspicious activity or threats.
• School will utilize Intrado-Safety Shield App as a 911 Response Data Platform and incident management system.
• 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.

The purpose of AcadeMir Charter School East at Doral (ACSE) 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.

ACSE 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. ACSE 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 continued academic success, social/emotional growth and more positive behavior outcomes.

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

As stakeholders in the educational process, parent/guardians(s) and community members play an integral part in our schools success. We understand that working in partnership with our families believes that student learning is enhanced when the School encourages parents to take an active role in their child's intellectual development. Thus, ACSE's commitment to ongoing communication between the School and the home requires, all parents to sign a parent's contract committing to volunteer a minimum of ten hours per school year. Parents and community members have extensive opportunities for involvement in various aspects of school operations and are actively engaged in the design and implementation of the School programs. Parents and community members are encouraged to participate in quarterly Educational Excellence School Advisory Council (EESAC) meetings comprised of school personnel, parents, students, local businesses, and community members. The EESAC meets quarterly to discuss significant issues concerning the School's needs, instructional materials, budget, curriculum plan, pupil progression, and all other items as needed. Parents are also informed and invited to attend Governing Board meetings where parents and community members are eligible to serve as non-voting, ex-officio members of the Governing Board. We also host quarterly Parent/Teacher Conferences in the mornings and afternoons for parents to discuss topics that affect their children's educational progress.

The administrative staff (to include Assistant Principal, Counselor, Instructional Coaches and ESE Program Specialist, ESOL Coordinator, IT, grade level chairs) assist the principal in implementing policies and procedures for the daily operations of the school as determined by their specific role in the school. The principal delegates such duties to the assistant principal and administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff are responsible for carrying out procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school. The Principal of ACSE communicates a clear and common vision, and ensures all teachers and staff are implementing the School Improvement Plan and following the Problem-Solving Process. The Principal analyzes the school's data and uses data results to make instructional decisions. Evaluates the impact of instruction and interventions, communicates student outcomes and celebrates and communicates success with all stakeholders.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0412 - Academir Charter School East At Doral	School Improvement Funds	369.0	$600.00
			Notes: School Improvement funds will be used to pay for after school Reading tutoring for students in the Reading lowest 25% free of cost			
2	III.A.	Areas of Focus: Instructional Practice: Math				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0412 - Academir Charter School East At Doral	School Improvement Funds	369.0	$600.00

			Notes: School Improvement funds will be used to pay for after school Math tutoring for students in the Math lowest 25% free of cost			
3	**III.A.**	**Areas of Focus: ESSA Subgroup: English Language Learners**				**$645.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0412 - Academir Charter School East At Doral	School Improvement Funds	369.0	$645.00
			Notes: School Improvement funds will be used to pay for after school tutoring for ELL students in the reading lowest 25% free of cost.			
					Total:	$1,845.00