

Miami-Dade County Public Schools

Academir Charter School West



2021-22 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: 8/3/2015

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2020-21 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%)
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)
Combination School KG-8	No	60%
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		A	A	A

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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 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	Position Title	Job Duties and Responsibilities
Bernal, Olivia	Principal	<p>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</p>
Rodriguez, Tracy	Assistant Principal	<p>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.</p>
Muro, Barbara	Reading Coach	<p>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 AP2 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 the instruction capacity of teachers and helps to increase student achievement in Reading/ Language Arts.</p>
Valladares, Melissa	Science Coach	<p>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 instruction capacity and increase student achievement in Science and STEM education. Additionally, Ms. Valladares monitors and supports the ESOL</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Chaudry, Hira	Teacher, K-12	<p>Kindergarten Teacher and Kindergarten Grade Level Chair. As a grade level chair Ms. Chaudry 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.</p>
Alvarez, Angelica	Teacher, K-12	<p>First Grade teacher and First Grade Level Chair. As a grade level chair Ms. Alvarez 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.</p>
Torano, Angelica	Teacher, K-12	<p>Second Grade teacher and Second Grade Level Chair. As a grade level chair Mrs. Torano 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.</p>
Bonachea Martinez, Cecilia	Teacher, K-12	<p>Third Grade teacher and Third Grade Level Chair. As a grade level chair Mrs. Bonachea 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.</p>
Barbery, Nancy	Teacher, K-12	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
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.
Berdugo, Kathy	Teacher, K-12	Sixth Grade teacher and Fifth Grade Level Chair. As a grade level chair Ms. Berdugo 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 Sixth Grade Level.
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.

Demographic Information

Principal start date

Monday 8/3/2015, 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.*

25

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.*

25

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

738

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

11

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

21

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	117	116	113	90	118	94	72	0	0	0	0	0	0	720
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	1	0	0	2	1	0	0	0	0	0	0	0	4
Course failure in Math	0	1	0	0	8	5	1	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	3	14	2	5	11	8	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	2	8	0	17	14	14	0	0	0	0	0	0	55

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

Monday 9/20/2021

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	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	

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	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	1	0	0	2	1	0	0	0	0	0	0	0	4
Course failure in Math	0	1	0	0	8	5	0	0	0	0	0	0	0	14
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	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**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				79%	63%	61%	79%	62%	60%
ELA Learning Gains				69%	61%	59%	61%	61%	57%
ELA Lowest 25th Percentile				48%	57%	54%	41%	57%	52%
Math Achievement				89%	67%	62%	86%	65%	61%
Math Learning Gains				73%	63%	59%	70%	61%	58%
Math Lowest 25th Percentile				70%	56%	52%	69%	55%	52%
Science Achievement				86%	56%	56%	81%	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	77%	60%	17%	58%	19%
Cohort Comparison						
04	2021					
	2019	86%	64%	22%	58%	28%
Cohort Comparison		-77%				
05	2021					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-86%				
06	2021					
	2019					
Cohort Comparison		-73%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	90%	67%	23%	62%	28%
Cohort Comparison						
04	2021					
	2019	93%	69%	24%	64%	29%
Cohort Comparison		-90%				
05	2021					
	2019	83%	65%	18%	60%	23%
Cohort Comparison		-93%				
06	2021					
	2019					
Cohort Comparison		-83%				
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					
	2019	86%	53%	33%	53%	33%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-86%				

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.

ACSW collects and analyzes data to make determinations about student learning and performance levels at the beginning of the school year. Data is used to determine student strengths and weaknesses and to drive and differentiate instruction. The collection of data is an ongoing process. ACSW uses baseline and interim assessments are used to monitor student progress and make instructional decisions that impact student growth and progress in the areas of reading, math, and science. ACSW also uses IReady as a progress monitoring tool to make instructional decisions in the area of English Language Arts and Mathematics. Student data is used to drive and target students requiring below level, on level, and beyond level instruction. Scheduled intervention times are allotted throughout the school day to deliver remedial instruction.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57%	79%	89%
	Economically Disadvantaged	32%	48%	65%
	Students With Disabilities	57%	71%	71%
	English Language Learners	33%	33%	83%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45%	59%	84%
	Economically Disadvantaged	31%	44%	63%
	Students With Disabilities	57%	57%	71%
	English Language Learners	50%	83%	100%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67%	80%	94%
	Economically Disadvantaged	65%	78%	82%
	Students With Disabilities	92%	92%	100%
	English Language Learners	50%	75%	88%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34%	68%	90%
	Economically Disadvantaged	45%	69%	85%
	Students With Disabilities	47%	85%	100%
	English Language Learners	38%	50%	100%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	81%	88%	89%
	Economically Disadvantaged	46%	47%	47%
	Students With Disabilities	97%	97%	97%
	English Language Learners	50%	50%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	66%	81%
	Economically Disadvantaged	41%	58%	69%
	Students With Disabilities	83%	90%	97%
	English Language Learners	13%	38%	25%
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	76%	80%
	Economically Disadvantaged	44%	56%	68%
	Students With Disabilities	79%	83%	85%
	English Language Learners	29%	14%	29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	72%	85%
	Economically Disadvantaged			
	Students With Disabilities	71%	88%	88%
	English Language Learners	14%	14%	29%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	68%	80%
	Economically Disadvantaged	38%	51%	62%
	Students With Disabilities	71%	79%	82%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57%	68%	87%
	Economically Disadvantaged	36%	51%	70%
	Students With Disabilities	79%	86%	96%
	English Language Learners	25%	25%	100%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	59%	77%	84%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	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	30			40							
ELL	68	64		69	56	50	84				
HSP	80	69	58	77	47	52	80				
FRL	76	61	47	71	39	33	72				
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				

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	68
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	83
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	68
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
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	60
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?

The data that emerged as a result of the 2021 FSA and IReady data indicate that across all grade levels the school saw significant decline in data in mathematics achievement across all grade levels. Our Data indicates overall math Learning gains and lowest 25% gains showed significant declines and the ESOL and ESE subgroups also demonstrated a decline.

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

The data component that showed the greatest decline from the prior year was the Math learning gains with a decline of 27% points. In third grade 3rd Math data, we saw a declined 13% points from 90% to 77% proficiency and in 4th grade we saw a decline from 93% to 80% with a decline of 13%.

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

The data component that showed the lowest performance achievement was the Mathematics lowest 25% subgroup. 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. Compared to the prior year's data, Math data showed a lower percentage of overall proficiency and in the lowest 25%; therefore an emphasis has been placed on professional development for Math Core Instruction and Math Interventions.

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

One of the data components that showed the most improvement was ELA Lowest 25% Learning Gains, increasing 10% points from 48% to 58% 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.

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

Our 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.

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, Intensive reading using Achieve 3000 for middle school, 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 School Leadership Team Meetings, Instructional Leadership Team, Literacy Leadership Team Meetings, EESAC Meetings to ensure accountability of all stakeholders and work together for continuous school improvement.

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 - 6th grade students are encouraged to participate After-School reading and math tutoring, 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 Math

Area of Focus Description and Rationale: The data from 2021 FSA data showed the greatest decline from the prior year was the Math learning gains with a decline of 27% points. In third grade 3rd Math data, we saw a declined 13% points from 90% to 77% proficiency and in 4th grade we saw a decline from 93% to 80% with a decline of 13%. As such school-wide mathematics proficiency has been identified as a critical area of need.

Measurable Outcome: To increase student achievement in Mathematics learning gains by 15% points percentage points, and increase Math Learning Gains for students in the lowest 25% by 15 percentage points. Through the use of specific standard driven instruction ACSW will increase Mathematics overall proficiency by 12% points from 77% to 89% percentage points

Monitoring: 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. Progress monitoring data also helps us monitor student performance by subgroups such as , ESE, ESOL and lowest 25% so that we may increase or adjust interventions and/or enrichment for students. School instructional leadership team will ensure that teachers are implementing the goals outlined in the School Improvement Plan with fidelity.

Person responsible for monitoring outcome: Tracy Rodriguez (943120@dadeschools.net)

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 through Sixth grade students are encouraged to participate in these weekly sessions.

Rationale for Evidence-based Strategy: The ACSW Curriculum Coaches, provide classroom support and guidance to teachers on the implementation process of School Improvement Plan. They assist teachers with Tier grouping decisions based on data results. They engages in data chats with all teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from iReady diagnostic assessments, baseline, topic assessments, and growth monitoring assessments. They also assists teachers in implementing all core curriculum programs such as, "Go Math" curriculum with fidelity. They are responsible for disseminating information to grade level teachers discussed during Leadership Team Meetings, assist teachers in the implementation of School Improvement Plan, meet on a weekly basis with grade level teachers to discuss data results, differentiated instruction, group interventions, and self-monitoring by students.

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)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The data from 2021 ELA FSA data showed the decline from the prior year was the ELA learning gains with a decline of 1%. In fourth grade ELA data, indicates a declined of 7% points from 86% to 79% proficiency. In addition, the lowest 25% learning gain is also an area of target with a 3%. As the school-wide ELA proficiency has been identified an area of need.

Measurable Outcome: We plan to achieve an overall 4% increase Learning gains of ELA proficiency , from 69% to 72% and increase ELA learning gains of the the lowest 25% by 3% points from 58% to 61% proficiency.

Monitoring: Professional development on the use of Article-a-Day and effective implementation into their daily instructional routine will be monitored through common planning and classroom walkthroughs. In addition, teacher 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 occurs weekly with all ELA teachers. In addition, teachers receive ongoing professional development in the areas indicated by our needs assessment and best practices for effective reading 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, ESE, ESOL and lowest 25%.

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 and effective implementation into their daily instructional routine have taken place. During weekly common planning, receive support for effective data driven differentiated instruction, teachers are also 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 supported in the development of effective rubrics and how to best incorporate them into daily lessons. 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)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	The data from 2021 NGSSS Assessment data showed the significant decline from 86% to from 80% a loss of 6% points identifying this as an area for improvement.
Measurable Outcome:	Increase STEM integration across the curriculum and increase Science Achievement by 5% percentage points.
Monitoring:	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. In addition, the school will progress monitor Science Data using Science Baseline, Midyear and end of year assessment to monitor the school-wide science program.
Person responsible for monitoring outcome:	Melissa Valladares (valladares@academircharterschoolwest.com)
Evidence-based Strategy:	<p>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.</p> <ul style="list-style-type: none"> • The Math, Science, and ELA Instructional Coaches facilitate the intellectual and professional growth of the teachers. • STEM PLC and STEM Book Study • Weekly STEM Lab: PLTW Curriculum • Robotics Enrichment Program • STEM Enrichment Block: 30 minutes daily of STEM enrichment learning opportunity
Rationale for Evidence-based Strategy:	<p>Research supports that STEM integration, in both formal and after-school and informal settings has demonstrated that interest, such as greater student awareness, interest, motivation, and achievement in STEM subjects; improved college-readiness skills; and boosts in the number and quality of students who may consider a career in a STEM-related field.</p>

Action Steps to Implement

Administrations will ensure that Professional developments and instructional support is being provided by the science curriculum coach will so that to teacher are provided the knowledge of STEM curriculum integration. Administration will monitor the school-wide STEM integration initiative is happening with fidelity and that teachers are implementing the Engineering Design Process, and 4 C's: Critical Thinking, Collaboration, Communication, and Creativity within the STEM block and project based learning. Will monitor the implementation of professional growth opportunities for teachers and STEM instructional opportunities for students:

- STEM PLC and STEM Book Study
- 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.

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.

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 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 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.

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, ACSW'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 ACSW 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: Math				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0410 - Academir Charter School West	School Improvement Funds	720.0	\$1,000.00
			<i>Notes: School Improvement funds will be used to pay for after school Math tutoring for students in the Math lowest 25% free of cost</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0410 - Academir Charter School West	School Improvement Funds	720.0	\$600.00
			<i>Notes: School will use school improvement funds to pay for after school tutors to offer tutoring to students in the lowest 25% in ELA free of cost</i>			

	6300	120-Classroom Teachers	0410 - Academir Charter School West	School Improvement Funds	720.0	\$1,000.00
			<i>Notes: School Improvement funds will be used to pay for Saturday Academy Writing tutoring for students in 4-6th grade free of cost.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0410 - Academir Charter School West	School Improvement Funds	720.0	\$600.00
			<i>Notes: School Improvement funds will be used to pay for after school Science tutoring for students in 5th grade free of cost</i>			
Total:						\$3,200.00