

Miami-Dade County Public Schools

Academir Charter School East At Doral



2022-23 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

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: 7/14/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2021-22 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	2021-22: B (57%) 2018-19: No Grade 2017-18: 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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

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www.academircharterterschooleast.com

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2021-22	2020-21
Grade	B	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of AcadeMir Charter School 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Siboret, Yaimy	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 School Improvement Plan and following the Problem-Solving process. The principal assures instruction is aligned to state academic content standards, maintains continuous improving in the building, designs instruction for student success, develops partnerships
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 programs as set forth by the school principal. The Assistant Principal collaborates with the school Leadership Team to provide direction 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 intervention. It is also part of the Assistant Principal duties to evaluate the progress of the school improvement program and of staff needed to initiate the required improvement.
Cabrera, Erlan	Instructional Coach	Math and Science curriculum support specialist. The major role is to provide classroom support and guidance to teachers to improve instruction quality. The instructional coach engages in collaborative planning meetings to ensure data based instruction is taking place. The coach also provides assistance when implementing the new Math curriculum and ensuring that the Science curriculum is also being implemented towards academic goals achievement.
Carrasco, Vanessa	School Counselor	The activities director ensures that extracurricular activities that provide emotional support to the students are taking place. Another major role of the activities director is establishing a strong bond with parents and community to have them involved in all school activities.
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. Her major duties are: meet with the team regularly, keep them informed, provide support and lead the team towards student's academic goals achievement.

Demographic Information

Principal start date

Thursday 7/14/2022, Rosali Cardentey O

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

463

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	99	68	80	95	48	73	0	0	0	0	0	0	0	463
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	3	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	11	13	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	12	9	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	5	0	0	0	0	0	0	0	0	5

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 7/14/2022

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
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	

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
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	62%	56%					62%	57%
ELA Learning Gains	57%							62%	58%
ELA Lowest 25th Percentile	43%							58%	53%
Math Achievement	63%	58%	50%					69%	63%
Math Learning Gains	66%							66%	62%
Math Lowest 25th Percentile	65%							55%	51%
Science Achievement	53%	64%	59%					55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL	51	57	42	63	70	71	38				
HSP	55	56	40	65	69	68	51				
FRL	51	48	25	63	57	55	55				
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on Data analysis the major trend observed for Academic Charter School East is related to ELA proficiency levels and Learning gains. There is a common factor across grade levels and subgroups which is related to the ELA component. The school has a very high number of ELL students which might have been reflected in ELA State Assessment results.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The major components based on State Assessments data that demonstrated the greatest need for improvement are: ELA achievement, ELA Learning Gains and ELA learning gains of lowest 25%.

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

There are some contributing factors that might have affected the results obtained during State Assessments.

1. The absence of instructional support staff and teachers with little experience.
2. High number of ELL students as part of the school enrollment where the language barrier plays a crucial role in ELA instruction quality.

Based on these major gaps found, some actions were put in place to increase instruction quality and learning goals achievement.

1. The hiring of a new reading coach to provide help and support to the instructional staff in order to increase instruction quality.
2. An intervention plan has been created to address closely the major learning gaps observed after data analysis. Interventionists will provide tier 3 instruction to increase directly student's learning gains.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

There is no previous data to compare in order to find the areas of improvement. However, Math was the component that showed best results when compared to district's and state's scores

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

There is no data to demonstrate improvement in any of the components analyzed.

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

The following strategies are being implemented in order to accelerate student learning and increase instruction quality.

- * Use of Reading, Wonders Core Curriculum
- * The addition of a new reading coach to closely work with instructional staff to increase instruction quality.
- * The implementation of a brand new Math curriculum, Big Ideas Learning, closely aligned with the new Florida Educational Standards (BEST Standards)

- * The incorporation of a new Math and Science coach that will provide help and support to all Math and Science teachers.
- * Implementation of Florida Science curriculum, PLTW Science Lab and robotics.
- * Use and implementation of technology for instruction (iReady, Big Ideas, IXL, VEX IQ code, Computer carts and Discovery Ed)
- * Weekly brief meetings with instructional coaches to plan and discuss data and future lessons.
- * BEST Standards PD took place at the beginning of the current school year in order to introduce Math and ELA teachers to the new curriculum.

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 going to be provided to teachers and staff during the whole school year in many different forms. The major goal of teachers and staff receiving trainings and support is always student academic achievement. School instructional staff already received a well rounded training for the implementation of the new BEST Florida Standards for ELA and Math. The school also incorporated two instructional coaches that will provide help, support and professional developments opportunities to teachers. Training is provided on all core subject areas in collaboration with National Academic Educational Partners to ensure high quality instruction. The school leadership team facilitated common planning embedded into the master schedule to allow teachers to work collaborative to plan and design their lessons. All instructional staff are encouraged to register to off-site professional developments towards improving instruction quality.

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 the teachers with a variety of options to obtain data. The use of different kind of assessments will provide our instructional staff with the needed tools to improve instruction quality. I-Ready and Performance matters are online learning platforms that will provide the teachers with the information required to design instruction. The data will provide the information needed to differentiate instruction. Tier 2 and tier 3 instruction will be designed and based on data, the students that need to receive differentiated instruction will be scheduled for it. Tier 3 instruction will be provided through an intervention program mainly giving a special attention to ELA and Math. Based on assessments data, a set of students that need extra support will be selected to attend to after-school tutoring that will begin in October. Starting in January, the school will also provide extra opportunities focused into increasing student academic success. Saturday academy, focused on Math and ELA, will be part of the extra support plan with the major purpose of reaching the main academic academic goals.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

When the state assessments data was analyzed the major performance gaps found were relate to the ELA component. The scores in the Reading and Writing state assessments were the lowest when compared with the other subject areas. The high number of ELL students also indicates that there might be a language barrier that needs extra support. That is why the major area of intervention and where a big part of our efforts are going to take place belong to ELA.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The leadership team will provide extra support and resources towards Language arts instruction. The main purpose for this plan is to increase ELA student achievement and Learning gains. The main outcome is to increase student proficiency in ELA from the current 32% who scored between a Level 3-5 in the PM1 to 70% in the PM3 of the FAST CAI assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

There are several ways in which the area of focus selected will be monitored.

1. Instructional coach will be working closely with teacher s to make sure the plan design is being implemented.
2. I-Ready diagnostics AP1, AP2 and AP3 will provide data needed to monitor the area of focus.
3. FAST PM1, PM2 and PM3 are the State assessments design to assess student progress that will be also used to monitor the area of focus chosen for improvement.

Person responsible for monitoring outcome:

Rosali Ortega (ortega@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

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 —

implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Yaimy Siboret (yjfernandez@dadeschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on data retrieved from the FAST CAI assessments, there is a critical need in both English Language Arts and Mathematics. In the FAST CAI Math assessments 87% of the students scored between a Level 1-2.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The leadership team will provide extra support and resources towards mathematics instruction. The main outcome is to increase student proficiency in Mathematics from the current 13% who scored between a Level 3-5 in the PM1 to 50% in the PM3 of the FAST CAI assessment.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

There are several ways in which the area of focus selected will be monitored.

1. Instructional coach will be working closely with teachers to make sure the plan design is being implemented.
2. FAST PM1, PM2 and PM3 are the State assessments design to assess student progress that will be also used to monitor the area of focus chosen for improvement
3. Professional development on the use of Big Ideas curriculum. During weekly common planning, teachers are provided with resources to be used alongside the Big Ideas 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 the FAST CAI PM1, PM2 and I-Ready Diagnostic Results from AP1, AP2 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:
Describe the evidence-based strategy being implemented for this Area of Focus.**

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 Big Ideas reteach specific standard driven instruction is provided to the students to meet their individual educational needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development on the use of Big Ideas curriculum. During weekly common planning, teachers are provided with resources to be used alongside the Big Ideas 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

Yaimy Siboret (yjfernandez@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.