

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [X] Choice

Name of Principal Ms. Olivia Angelica Bernal
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name AcadeMir Charter School West
(As it should appear in the official records)

School Mailing Address 14880 S.W. 26th Street
(If address is P.O. Box, also include street address.)

City Miami State FL Zip Code+4 (9 digits total) 33185-5929

County Miami Dade

Telephone (305) 485-9911 Fax (305) 485-9944

Web site/URL http://www.academircharterschoolwest.com/ E-mail obernal@dadeschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Mr. Alberto Carvalho E-mail Superintendent'sOffice@dadeschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Miami-Dade School District Tel. (305) 995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Alexander Casas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 276 Elementary schools (includes K-8)
 - 74 Middle/Junior high schools
 - 76 High schools
 - 18 K-12 schools
- 444 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	57	49	106
1	56	60	116
2	47	43	90
3	36	65	101
4	46	43	89
5	61	55	116
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	303	315	618

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 97 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 2 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2015	618
(5) Total transferred students in row (3) divided by total students in row (4)	0.058
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 32 %
196 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish,

7. Students eligible for free/reduced-priced meals: 63 %
Total number students who qualify: 390

8. Students receiving special education services: 2 %
12 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 2 Other Health Impaired
- 2 Specific Learning Disability
- 6 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 1 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	33
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes _ No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

ACSW's Mission is to provide students with a well-rounded education, focused on mathematics and science using innovative STEM based enrichment program in a stimulating and nurturing environment that fosters maximum student achievement.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

ACSW is a tuition free public charter school of choice. Any child can apply to attend our school. If the number of applicants exceeds the number of student openings, then a lottery system is used for admissions; student names are randomly selected until the number of openings has been reached and all other students are put on the waiting list in order of random selection until the last student has been selected. If there are fewer applicants than spaces available, AcadeMir Charter School West does not need to conduct a lottery and any student that has applied will be accepted.

PART III – SUMMARY

AcadeMir Charter School West (ACSW) is a tuition free public charter school currently serving students in Kindergarten through 5th grade in the southwest Miami Dade area. The mission of AcadeMir Charter School is to provide a challenging academic curriculum that encompasses a unique enriched math and science (STEM) project based learning program. Our goal is to develop students into critical thinkers by provided them with hands on learning experiences that will enable all students to achieve academic success and become lifelong learners.

In 2015-2016 AcadeMir Charter School West completed its sixth year of operation serving 618 students. The school is currently operating under a High Performing Charter School status for its high academic performance and financial viability. We are ranked amongst one of the top High Performing Charter Schools in the state of Florida in 2016, based on the points it received under the State of Florida Accountability Program. Presently, ACSW has again earned a letter grade of "A" based on the students' scores on the Florida Standardized Assessment performance in 2015-16. Another major accomplishment in 2016 was being awarded AdvancED Accreditation by the Southern Association of Colleges and Schools, for our commitment to continuous improvement and pursuit of educational excellence. The school presently and historically serves over 97% Hispanic population, 2% White and 1% Black and Asian population. 32% of our students are English Language Learners and 2% percent receive Special Education services. Our gifted Student population is 10% and approximately 63% of the school's population qualifies for free/reduced meals.

ACSW uses state adopted and researched based curriculum infusing best practices so that students are engaged and challenged on a daily basis. The school's curriculum is aligned to the Florida State Standards. The core instructional programs implement research based strategies, innovations and activities that facilitate high levels of learning and achievement for all students. The curriculum reflects high quality instruction and use Florida Department of Education adopted researched based textbooks and are accompanied by supplementary materials. Daily interventions and enrichment's are incorporated to address the needs of special populations of learners, such as Gifted, ESE and ELL students. ACSW has implemented a multi-tiered Response to Intervention (RtI) model targeted for those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction.

One of the fundamental components of the educational approach is a creation of an extended day by 30 minutes so that students will receive an hour per day of STEM Instruction. All of our students have an additional Science Lab elective class for 1 hour a week in grades K-5th where they are taught using a science engineering program, Project Lead the Way. In addition, embedded in our day we have a 30 minute STEM Enrichment Block where all of the students get a chance to practice Inquiry-based learning activities that allow student to seek knowledge, information, or truth through questioning. Through real-life scenarios, learners will use prior knowledge and experiences to discover new information used to construct individualized learning. One technique is problem-based problem solving in which students are given a scenario that leads them to use subject-area skills. For example, students will be given materials and asked to construct the tallest tower possible given a set of simple materials. Students will be asked to identify the height of the tower in comparison to the base area and explain the process and logic used to construct this project. Completing the process will promote critical thinking skills and will allow students to take the math and science, engineering standards into the application stage of learning.

Our academic success is supported by our character development initiated through our Positive Behavior System (PBS) called the 3R's Plus Club which provides students with a character development curriculum, a positive school culture and set school wide expectations. As we strive to provide the best learning environment the school's goal is to create a social culture in our school building that encourage positive behaviors and interactions, while discouraging problem behaviors. Students who display exceptional behavior, who are respectful, responsible, ready to learn and demonstrate integrity in everything they do, even when no one is looking are invited to join the 3R's Plus Club. Our focus is on positive recognition to reinforce appropriate behavior and choices. Students sign a Positive Behavior Contract which specifies the positive behaviors that the student must meet to maintain their 3R's Plus Club privileges. At the end of each

month the students who meet the criteria are recognized through our Tiger of the Month program, daily Tiger Bucks, visits to the Tiger Store and quarterly activities. Effective implementation of our PBS system requires the collaboration of students, parents/guardians, teachers, and staff in an effort to create a safer school environment, increase student achievement, and promote a positive school culture.

We recognize that parents and community members are our partners in education; by offering them workshops, resources, and outreach opportunities we have cultivated a network of people that will help us meet the academic, social, and emotional needs of our students. Our families are highly valued and are integral members of the educational team. ACSW believes that student learning is enhanced when the School encourages parents to take an active role in their child's intellectual development. Thus, our 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. Parental volunteering opportunities are individualized to meet the needs, demands, and capabilities of the individual student/family as they pertain to required volunteer hours. Parents are provided with ample opportunities to volunteer in the School. Additionally, a Parent Liaison assists us in recruiting parents to assist and obtain the collaboration form the community. Parents help sponsor social functions that bring the community together while raising money for the school. Our parents contribute to the school by organizing resources and supplementing the school's educational needs and supporting school-wide learning projects. Parental involvement takes on many forms, ranging hosting workshops for our families to demonstrate how they can support us as educational partners to using them as helpers in the classroom, chaperoning field-trips, attending Quarterly Parent/Teacher Conference to discuss topics that affect their children's educational progress, assisting in school events, fundraising and participation in our EESAC. Family involvement is highly encouraged. Our dedicated family members work to ensure that teachers have all the necessary resources and support to carry out their academic and school improvement goals. Working in partnership with our families is crucial to our school's success.

Our school has extensive extra-curricular and enrichment offerings that support our goal of developing the whole child; these programs encompass clubs, sports and enrichment's academies. We offer Robotics Club, National Elementary Honor Society Club, "Teachers of Tomorrow" Club of the Florida Future Educators of America Program, Student Government, SECME Club, Science Club, Art Club, Chess Club, Safety Patrols, Tiger News Club, and Newspaper Club. We offer an array of enrichment and sports activities such as Music Classes, Dance, Basketball, Soccer, Flag Football, and Taekwondo. Lastly we offer academic enrichment's to help maintain and enrich academic performance by offering Morning Homework Help, After-School Tutoring, FSA Enrichment Academy and Saturday Success Academy. Furthermore, ACSW's Robotics team has won top competitions and State championships; we are one of the region's top robotics representatives. We are currently ranked 4th in the state of Florida and have been invited to compete in the WOLDS VEX Robotics Competition in April of 2017.

ACSW is identified as a high performing institution and we owe our success in part to our wonderful and talented students, passionate teachers and staff, supportive parents, indispensable management company, Governing Board, hardworking and dedicated administrators and the support of the community who continuously help us meet the needs of our students academically, socially and emotionally. To all we are thankful and hope to continue to be in the forefront of education for many years to come and we are humbly honored to be considered and be able to apply to become a National Blue Ribbon School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The cornerstone of our curriculum is based on the establishment of high expectations for every child who attends AcadeMir Charter School West by focusing on individual student strengths, gearing curriculum to meet individual learning styles, differentiating instruction to meet all needs, enhancing learning for at-risk students, and implementing the most effective research-based strategies in every classroom. The curriculum is based on the state and district curriculum in addition to the Enriched STEM Inquiry based learning Model components found in all aspects of the School.

In order to realize our mission, AcadeMir Charter School West's educational program focuses and prioritizes on an academic program where students demonstrate mastery of the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and the Next Generation Sunshine State Standards (NGSSS), Florida Standards Access Points, English Language Development Standards (ELD) and the Florida Early Learning and Developmental Standards (FELDS). The use of educational best practices, technology communication and progress monitoring tools are used to support the implementation of the educational programs and ensure that teachers have the support necessary to meet the needs of each student. To this end, the School is committed to Curriculum alignment and focus on student mastery of the LAFS, MAFS, NGSSS Access points, ELDS, and FELDS Standards. The use of an Instructional Framework based on the Gradual Release of Responsibility Model, Project Based Learning, and Academic Integrated STEM Curriculum Models are utilized to enhance delivery and instruction. We utilized research-based instructional practices throughout the core curriculum and provide ongoing professional development for the effective implementation and offer the administrative team and instructional personnel the support needed to stay abreast of the latest trends in education. Another best practice the school is committed to is the ongoing communication with parents/guardians, offering workshops and resources to enhance the home-school connection. We offer a technology rich learning environment inclusive of technology in all classrooms and access to school wide computer lab, IPADs and laptop carts and hand held devices. Daily instruction is tailored to meet individual students' needs as determined by data results, appropriate student placement in the curriculum through oral language screenings when appropriate, pre-post assessments, progress monitoring, and ongoing data chats. ACSW's educational program is implemented within the framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. We follow the Implementation of the Florida Continuous Improvement Model (FCIM) and FOCUS process with fidelity for continuous improvement and school accountability.

Our school uses Wonders as the core reading program for grades K-5. The curriculum provides students with a rigorous course of study that is aligned to the Florida Standards. Scaffolding and differentiation are part of everyday instruction to ensure the needs of every child are met. The program is built on a solid foundation of research and a tradition of proven programs that help students at every level become successful readers. The program utilizes a variety of texts for different instructional purposes. Differentiated instruction is implemented during the 90 minute reading block and 30 minutes of writing instruction uninterrupted. During this time, the teacher follows the gradual release of responsibility model of instruction (I do, we do, you do) to meets with small groups to provide systematic and explicit instruction in identified reading skill areas. The teacher matches instruction to meet the needs of individual learners based on the results of assessment data. Additional factors include learning styles, skill levels, learning difficulties, language proficiency, interests, social and emotional development, and physical needs. Students are assigned to literacy centers designed for students to learn independently. ELL students are grouped with students who may have some knowledge of their language. ESE students are paired with other students who can serve as peer tutors.

In order to support students in need of reading remediation, teachers use Wonderworks, a program designed specifically to help students who are reading below grade level. The program focuses on development of the critical reading, writing and analytical skills required by the new Florida Standards so students can accelerate through the curriculum and read on grade level. It supports the core instruction in the Reading Wonders classroom, but provides flexible options and scaffolds specific skills for students with varying

intervention needs. For students in younger grades, the program emphasizes developing and reinforcing foundational skills from phonological and phonemic awareness, phonics, word recognition, fluency, oral vocabulary that are crucial for developing proficient readers. For older grades, the focus shifts to addressing higher level skills that are level-appropriate but still maintain the complexity that students are required to master. In addition, students also have access to IReady computer based Reading Instruction program, MyOn Reading, RiverDeep, and IXL ELA for daily supplemental reading instruction.

The primary goal for math instruction at AcadeMir Charter School West is to provide students with everyday mathematical competence, a requirement in today's rapidly changing technological, and global society. To this end, 60 minutes of uninterrupted instruction in mathematics is provided for students each day. Within each math course, students will engage in real-world problem solving that develops reasoning, reflection, communication, and decision-making skills. Houghton Mifflin, Go Math! is used for instruction in grades K-5. The program emphasizes the critical areas and depth of understanding through engaging lessons, research-supported instructional approaches, and differentiated instructional resources for student success. The mathematics curriculum is aligned with the Mathematics Florida Standards by grade level. Supplemental resources are used to support math instruction, provide remediation and acceleration within the classroom setting. Student will have access to Grab and Go Math Centers, access to Think Central, books focusing on math, intervention books for students working below level, enrichment books, hands on activities, and Junior Achievement. The infusion of technology in mathematics is an essential component of mathematics instruction at AcadeMir Charter School West. The School uses supplemental instructional technology to provide mathematical contexts and simulations that would otherwise be inaccessible in the classroom. The School uses Think Central, Khan Academy, Reflex Math, and iReady Math to supplement the instruction of math. Students who demonstrate a lack of progress will receive assistance within the RtI/MTSS framework.

Science instruction at AcadeMir Charter School West is centered on the Florida Next Generation Sunshine State Standards. Utilizing the Big Ideas presented by the Florida Next Generation Sunshine State Standards (NGSSS), teachers begin with conceptual frameworks already in place from previous learning to springboard into new concepts. Various presentation styles are used to encourage learning of every modality and learning style by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. The purpose of the courses offered is to provide students with a broad knowledge of scientific concepts. All of the science courses are designed to promote a sense of inquiry through laboratory experiences designed to develop critical thinking skills. Students receive 150 minutes a week of General Science instruction a week, plus an additional one hour of Science Lab time and 30 minutes daily of STEM enrichment instruction. ACSW uses Science Fusion from Houghton Mifflin as the core curriculum, Project Lead the Way (PLTW) of STEM Lab and VEX IQ Science Supplemental instructional materials. Also utilized to support core instruction is Discovery Education Elementary Science for Florida, GIZMOS, Interactive Weeblys, IXL Science and Quizizz.

The Science curriculum is divided into four units: life science, physical science, nature of science, and earth and space. Our program combines the ACSW benchmarks with Florida's Next Generation Sunshine State Standards. Students learn concepts and develop knowledge through hands-on investigations and experiments. Another important part of our science curriculum is the science Lab and STEM Block. Students in Kindergarten through fifth grades apply their knowledge in the scientific method, by developing two science projects during the school year. This development and application of scientific processes giving students the opportunity to develop, plan, explore and engage in various science topics as they go through Inquiry-Based Instruction.

As with other disciplines, instruction in science at ACSW begins with inquiry in order to develop real-world applications. Teachers provide hands-on opportunities for controlled experiments that allow students to observe, classify, predict, and infer within simulated real-life scenarios. The teacher, utilize the following models to enhance student understanding through the use inquiry base learning models. Experimentation takes place by provide real-life opportunities as complete different launch modules, such as Project Lead the Way Model (PLTW Model), Design Process Model and the Structure and Function of the Design Process. Each PLTW Launch module engages students in cross-disciplinary activities that spark a lifelong

love of learning and build knowledge and skills in areas including computer science, engineering, and biomedical science. In addition, each module empowers students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance through the design process.

As students go through the Design Process students are asked to define a simple design problem including specified criteria and constraints. They explore, generate and compare multiple possible solutions and develop a model solution to a problem based on how well each is likely to meet the criteria and constraints of the problem and construct a prototype. Then students plan and carry out fair tests in which variables are controlled. Students consider failure points of data collected to identify aspects of the design solution that can be improved. Finally, students get to communicate their design solution including specific suggestions for improvement.

Students discover the design process and how engineers influence their lives through the Structure and Function of the Design Process. They explore the elements of structure and function by identifying products around them designed by engineers and asking questions engineers might ask. They are introduced to a design problem through a story and then students apply their knowledge from the module to design their own project to solve the problem. Through implementation of PLTW, students become hands-on problem solvers and learn how to collaborate with their classmates. The idea behind this process is that it gets carried over into every part of our learning day. Furthermore, we have witnessed that students are showing more perseverance to solve problems and work collaboratively with other students. Even more exciting is that we have seen a heightened interest in pursuing STEM programs when entering the middle school levels and interested in pursuing STEM Career pathways. What really makes us excited is that more girls are participating and demanding to participate in more engineering classes at the next level too. Out of the eighteen students participating in the STEM Robotics Team eight of the team members are girls.

AcadeMir Charter School West's social studies instruction is geared to produce informed, responsible citizens who are capable of making informed decisions within our democratic society. Citizen partnership in government is essential in forming and sustaining this nation's democracy. Social studies education at ACSW promotes loyalty and love of country, and prepare students to become informed, responsible and active citizens in our global community. Social studies education fosters the knowledge and skills needed to understand current political and social issues. It will also provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond our borders. The comprehensive social studies program at the school emphasizes content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences. We encourage civic responsibility and active participation in an effort to promote high expectations of all students as we offer and encourage student involvement in community service. Through our inquiry based model we promote understanding of social, political, and economic institutions we focus on the identification of the potential solutions to local, national, and world problems as we involve students in their learning by using a variety of teaching strategies and instructional materials we promote an interdisciplinary approach to learning.

Social Studies curriculum covers a broad range of knowledge and skills, best instructed through research-based integrated strategies that lead students to evaluate and synthesize information. In social studies classes, students learn appropriate behaviors associated with the core value of the month and the importance of making a commitment to using those behaviors to self and school improvement. Quality character education creates an integrated culture of character that supports and challenges students and adults to strive for excellence. The core instructional programs utilized are Social Studies weekly's and Miami's Values Mater Curriculum.

2. Other Curriculum Areas:

Visual and performing arts are integrated into core curriculum subjects to enhance instruction and demonstration of subject area mastery. In addition, exploration of the arts allows students to explore their heritage as well as the heritage of various other cultures. AcadeMir Charter School West provides opportunities for students to display their talents in the arts through displays, shows, and competitions. The

NGSSS for Music and Visual Arts are the foundation for all instruction. Students in grades K-5 participate in music and visual arts through a rotating schedule of “special area” courses. Students are involved in these courses one or two days per week, depending on the rotation.

ACSW offers a technology rich learning environment inclusive of technology in all classrooms and access to school wide use of laptop carts, computer lab, Smart Boards in every classroom, projectors, classroom desktop computers, and the use of iPads that bring learning to life. Teachers and staff use instructional technology to enhance daily instruction, use technology to communication and use technology to progress monitor students’ tools to support the implementation of the educational program and ensure that teachers have the support necessary to meet the needs of each student.

The students are exposed to quality instruction of the Spanish language using research-based materials. Students in K through 5th grade receive daily Spanish instruction using “Descubre el Español con Santillana” from Santillana USA and supplement instruction with Lectura from Scott Foresman for the Literature component. In addition our teachers use online resources ebooks, Descubre online and MyOn to support their instructional core program. Although 97% of the school population is Hispanic, Spanish is not their first language. We believe that learning a second language will enhance student’s mental development and help them succeed academically as well as socially. The goal is to educate well rounded individuals and enable students to reach their maximum potential and prepare students to be bilingual and bi-literate global citizens through a strong foundation in academics and communication in both English and Spanish.

Physical Education and Health Education is offered at ACSW as it a state requirement and we understand that physical activity is important for the prevention of teen obesity and to ensure the health of adolescents. Through Physical Education we help develop and maintain skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.” As required by law AcadeMir Charter School West provides a minimum of 150 minutes of physical education per week (30 consecutive minutes per day), aligning all instruction to the NGSSS for Physical Education. Reference Florida Statute 1003.455(3)

ACSW’s physical education program teaches students to cultivate healthy and active lifestyles through habits that contribute to overall health and well-being. Students develop motor skills needed to actively and successfully participate in a myriad of physical activities, and they will learn the benefits that are derived from a regular exercise regimen. The physical education program will include opportunities for students to self-reflect, communicate, collaborate, and cooperate with their peers. Students master the NGSSS for physical education through research-based instructional practices. A minimum of one year’s worth of progress in a year’s time is expected of every student. ACSW also promotes a strong drug and alcohol prevention campaign in every grade level and is designated as a “Drug-Free School Zone.”

3. Instructional Methods, Interventions, and Assessments:

The School uses the Multi-Tiered System of Supports (MTSS) model, through its three tiers of student support, to address the needs of students who are not demonstrating adequate progress using the most current FSA, SAT 10, IReady, FAA, district progress monitoring assessment data, and other school assessments. The teachers and the school's Leadership Team identify students in need of support and academic interventions at the earliest point possible in order to provide remediation early in the instructional process. This process will be a collaborative effort among all members of the school-based Problem-Solving Team, including parents.

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. For example, standardized test results from 2016 will be compared to results from 2015 to determine educational strengths and the needs of students, and compare the students’ academic progress. Benchmark assessments are used regularly to monitor student progress and make instructional decisions that impact student growth and progress in the

areas of reading, math, and science. IReady data is also used as a progress monitoring tool to make instructional decisions in the area of reading and math. 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. Students are also provided with enrichment opportunities to further develop and increase their academic potential.

In accommodating individual learning styles and individual learner needs, the School's curriculum incorporates the research based instructional practices to enhance teaching and learning. This is done by the use of interdisciplinary connections where the curricular decisions are guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As our teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content.

We also use differentiated and Standards-Based Instruction as we provide a learning environment maximizes the potential for student success. Teachers use differentiated instructional strategies that connect with individual student's learning needs. Teachers manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. Some of these differentiated instructional strategies include; Direct Explicit, Systematic Instruction, Scaffolding Instruction, Cooperative Learning, Learning Centers, Role-play, Group Work, Problem Solving and Inquiry-Based Learning.

Inquiry-based learning involves the learner and promotes the art of being able to possess skills, which allows the students to ask questions about new resolutions and issues while they are gaining new information. Inquiry-Based Instruction challenges students to seek knowledge, information, or truth through questioning. Through real-life scenarios, learners will use prior knowledge and experiences to discover new information used to construct individualized learning. One technique is problem-based problem solving in which students are given a scenario that leads them to use subject-area skills to apply STEM based strategies to promote critical thinking skills.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

ACSW's approach to classroom management is a Positive Behavior System (PBS) that promotes a positive school climate and helps maximize teaching and learning. ACSW uses a proactive and positive approach to classroom management as we implement the 3R's Plus Club – Respect, Responsibility, Readiness and Integrity in everything you do, even when no one is looking, as a guideline to all students for the behavior expected at school. All students are treated with dignity and respect. Students are taught the skills and behaviors necessary for success. Staff members encourage motivation through positive interactions and building relationships with students.

Our focus is on positive recognition to reinforce appropriate behavior and choices. Students sign a Positive Behavior Contract which specifies the positive behaviors that the student must meet to maintain their 3R's Plus Club privileges. At the end of each month the students who meet the criteria are recognized through our Tiger of the Month program, daily Tiger Bucks, visits to the Tiger Store and quarterly activities designated to honor and reward students for their positive behavior. In the classroom teachers utilize ClassDojo to create a positive classroom culture by sharing positive feedback, encouraging students for any skill or value, whether a student is working hard on a task, being kind or helping another student. This also allows for parents to be informed and stay connected and informed about their child's behavior and connected to the teacher. It is a safe place to connect with students and parents all the while building a positive class community. Effective implementation of our PBS system requires the collaboration of students, parents/guardians, teachers, and staff in an effort to create a safer school environment, increase student achievement, and promote a positive school culture.

To further build our positive school climate and culture AcadeMir Charter School West Integrates a Character Education program that teaches students how to be productive citizens, and demonstrate how to be productive members of a community while achieving academic goals. The school implements an integrated character education program that focus on academic rigor, good citizenship, and opportunities for real world experiences. We utilize the Values Matter Curriculum which is a comprehensive approach that uses all aspects of schooling as opportunities for character development. This includes the formal academic curriculum and extracurricular activities, as well as what is sometimes called the hidden or informal curriculum (e.g., how school procedures reflect core values, how adults model good character, how the instructional process respects students, how student diversity is addressed, and how the discipline policy encourages student reflection and growth).

The school integrates the character education program into the academic courses through teaching character alongside academic content. The school works with the PBS Team to support the teachers and provide the necessary tools for teachers to be able to identify character curriculum components available within each lesson. The PBS Team has created a character education plan/focus calendar to integrate character traits, skills and projects. They have provided teachers with access to online media to supplement classroom instruction, reading and writing resources to support instruction, access ideas on how to stimulate class discussions and include inspirational stories or connections to character trait being integrated. Teachers teach core ethical and performance values through their academic subjects. Teachers provide opportunities for students to develop their moral reasoning through discussions of ethical issues in their content areas (e.g., how lessons of history guide moral choices, how scientific discoveries have ethical implications, project based learning).

ACSW includes character education in its academic curriculum frameworks and seeks to apply the vocabulary of character to develop higher level student thinking (e.g., evaluation of lessons in history, literature, or school life where character traits provide a guide to behavior).The school communicates clear and consistent expectations of good character throughout the total school program (e.g., sports, clubs) and in all areas of the school (e.g., cafeteria, halls, playground, sports fields, library, field trips). The Goal of integrating character education program is to instill strong character and citizenship within each student. It is our goal of making good character a way of life for the entire community, and school. We work

alongside community leaders and organizations to build partnership to promote core values. The result is a truly comprehensive character initiative where the core values are embedded throughout the culture and curriculum of the school. The core values are woven into the literacy curriculum, where students use their reading selections to reflect on the values and on issues of character, such as kindness, honesty, cooperation, respect, fairness, citizenship, responsibility, pursuit of excellence and integrity. In social studies classes, students learn appropriate behaviors associated with the core value of the month and the importance of making a commitment to using those behaviors to self and school improvement. Quality character education creates an integrated culture of character that supports and challenges students and adults to strive for excellence. We are a Kindness Certified School as a result of our participation in “The Great Kindness Challenge,” for our commitment to create a culture of kindness on our school campus.

Academic Excellence and Character Development is at the heart of the School’s educational philosophy. However, development and support is also a big priority as we know they are key stakeholders in our pursuit of excellence. ACSW implements a special program entitled “Pawsitively Awesome Teacher.” This unique initiative allows professionals to be highlighted for spearheading a school project, initiative or simply to share best practices. By recognizing these teachers we are communicating the benefits of best practices, and how they have a positive impact on our student learners. We are also identifying examples of effective programs and/or strategies that have resulted in student academic success. Commitment to continual professional growth and committed to building the instructional capacity of teachers and staff is one of our biggest priorities. In setting high expectations for both students and teachers, the ACSW is committed to maintaining a high level of quality instructors by implementing a comprehensive professional development plan. The school supports the professional development needs of all professional staff by working with local College/Universities to offer college courses for certification, facilitating the attainment of continuing education credits, and offer professional development opportunities on campus. Teachers will have an opportunity to participate in grade level common planning, where the focus will be on the analysis of student performance results, development of lessons plans, and review of instructional focus calendars that will drive instruction.

Teachers will have an opportunity to participate in school-based professional learning communities (PLC), book studies and lesson studies where educators will work collaboratively using a cycle of continuous improvement to achieve goals that align with individual and school goals for student achievement. Beyond the school program instructional staff is encouraged to participate in professional development programs, conferences, or workshops beyond the school in order to progress academically, enhance and hone their respective skills, and network among other professionals who share their same curricular expertise and have the ability to stay current in their areas of curriculum.

Each academic year AcadeMir Charter Schools begin earlier than the rest of the District as teachers and staff come in a week before to set up their rooms and set up model classrooms for new and seasoned teachers alike; then we proceed with a three-day seminar. As we engage in professional and motivational sessions. During this time, teachers and administrators prepare for the upcoming school year. The event kicks off with a dynamic key note speaker, followed by small group workshops covering a multitude of subjects. Presenters speak on such topics as technology in the classroom, cross-curricular instruction, diverse learning styles, PBS and Character Development, high Yield strategies, new initiatives or educational programs, etc. We also gather to share ideas and best practices. On the third day, we conduct opening of schools meeting and get highly energized by conducting an array of team building activities and competitions among other sister schools and then get ready for the upcoming school year.

AcadeMir Charter School West's administrators, instructional personnel, and school support staff all participate in professional development activities throughout the year. Teachers and administrators are asked to complete individualized professional development plans that will delineate measurable growth targets and professional development activities in which they will participate which are aligned to student growth and the school improvement plan. In an effort to properly assist teachers and staff we provide a progressive approach to reduce the staff turnover rate of the school and are able to provide continuity and stability of our intended vision and mission, to the students and community we service. Evaluators meet with teachers and list areas of deficiency, strategies and resources to support the Teacher. Teachers put on support Dialog are given an action plan of assistance with a description of support and provided with

a timeline for demonstrating progress, a formal opportunity support an employee through coaching cycles, teacher observation of master teachers, professional development and or other identified resources needed for instructional improvement. Our goal and focus is to build the instructional capacity of teachers because it is the number one factor of student achievement. Teachers need to feel supported, guided and given the tools to be successful in the classroom and that is what we aim to do here at ACSW.

2. Engaging Families and Community:

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.

ACSW host annual events such as our Annual Open House, Career Fair, Literacy Night, Math and Science Night, FSA Parent Night and other events to maintain communication and active involvement between School and community. Parents are provided with updates on the School website, monthly newsletters, Remind101, Connect Ed and event calendars with monthly information. This allows us to maintain open lines of communication with our parents and the local community.

Parental Service Contracts for parents as a commitment to volunteer a minimum of 10 hours with their child's teacher and/or be involved in school activities. The Parent Volunteers work with Activities Director to coordinates extra-curricular events involving the community. Parents can serve as chaperones on field trips, provide assistance in the cafeteria during Breakfast or lunch, assist teachers with small groups of students needing additional support (mentoring or tutoring) and participate in Community Service Projects students; faculty and parents participate in activities to help, give back to, and connect with, the local community.

Building the educational capacity of parents as partners is done by offering Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered. Parent/Teacher Conferences and informational sessions on the use of the electronic gradebook encourage parents to be fully involved in the School's operations and promote parental partnerships in the educational process. Volunteer opportunities to complete parent participation hours (communicated through newsletters, Remind101, the School website, email and calls home via Connect Ed and Social Media) are done frequently throughout the school year. Some of these include activities such as chaperoning field trips, assisting with class and community events, helping in the cafeteria or office, participating in Career Week and Family Day, and assisting with the School store. We also honor and our parents and community partner's a least 2 times a year with a Volunteer Appreciation Breakfast efforts and continuous support.

As a not-for –profit 501c organization we rely on the support of our community help us carry out special educational projects, as well as offer our families local services within our community. We have partnered up with local businesses and organization like Operation "Free of Cavity" to educate our students and families about the importance of oral hygiene, local medical services to provided our families with health

screening and medical resources, Wells Fargo Bank for annual school donations, and local business chains like Target, Publix, McDonald's and Pollo Tropical to help us motivate and incentivize our student body. Other major community partnerships in education have been developed with Florida International University, University of Miami which have both partnered up with us to conduct Action Research Studies and referral of possible teacher candidates. We have also partnered up with Barry University Graduate School so that we may host Psychology Masters level Counseling Interns. ACSW has a program called Tigers Give Back, where we partner up with non-for-profit organizations and causes so that we may give back to our community as well, we have had the privilege to support the following organizations: Leukemia & Lymphoma Society, The American Heart Association, Miami Rescue Mission, The Marquez Initiative, Toys for Tots, Missions of Charity Venezuelans en Kendall. This active community involvement teaches students good character development and awareness of the importance of giving back to those in need. We are committed to helping our parents and our community by educating student in a safe, simulating and nurturing environment, which encourages participation, creativity, and enthusiasm for learning as we work in partnership with our families and community to ensure the success of students, our school and the community.

3. Professional Development:

In setting high expectations for both students and teachers, the School is committed to offering high quality professional development to build the instructional capacity of teachers and their ability to properly use data to inform and drive instruction. To this end the school offers professional development on Data-Driven Decision-Making. Administrators and staff learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans, instructional Focus Calendars, interventions and enrichment opportunities for students in an effort to increase student achievement. Continuous Data collection and desegregation is done by the school leadership team and the RtI team in an effort to ensure a comprehensive approach to properly using data for continuous improvement. To this effort administration conducts quarterly data chats with teachers and teachers will have quarterly data chats with students and parent. The RtI team monitors individual student progress and revises school-wide intervention plans.

In this way, data serves as a feedback system to guide teachers in lesson planning and individualizing instruction and to provide students with knowledge of their current levels of performance. The school will use data on an ongoing basis to inform instructional practices allowing for increased student learning outcomes. These actions will enhance instructional interventions by closely monitoring activities and aligning results with effective instructional decision-making.

Professional developments are offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training occurs on teacher planning days as well as on early release days. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team coordinates, assists and monitors the staff development process. In-house workshops and meetings are held two times a month by administrators and may occur as often as weekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

Grade level teams meet will occur weekly to ensure that all teachers have the necessary tools for successfully meeting the needs of their students. Team meetings include sharing of effective lessons and instructional resources. Monthly Professional Learning Communities (PLC's) are and book studies are on ongoing practice to build the instructional capacity of teachers and administrators. These after-school sessions are conducted in-house by colleagues who share their expertise with our staff. Training is provided in all core subject areas, with an emphasis on differentiated instruction and assessment, incorporating technology in the classroom, cross-curricular education, STEM Education and hands-on interactive learning for all grade levels. It is the intention of 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 to attend district mandated training. In addition, ongoing opportunities are offered to teachers who are in need of support to observe master teachers or specific observation or shadowing of best practice taking place in other classroom. For example, the implementation of Monthly Must See's, an initiative set aside to build instructional capacity and assist struggling teachers, in a professional hands on setting, where teachers who are identified for above average performance in a specific area of instruction or leadership skill, and it will be published in bulletin a board highlighting the teacher's outstanding performance area. This is also used as an incentive for teacher to be recognized and at the same time used as a tool to assist teachers who are deficient or struggling in specific areas. Building the instructional capacity of teachers is key to our success in the classroom, if teachers are successful so are our students. Teachers need to feel supported, guided and given the tools to be successful in the classroom and that is what we aim to do here at ACSW.

4. School Leadership:

The Principal is the instructional leader of the school and is responsible for all aspects of the day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal hires, oversee, and evaluates faculty and staff. The principal makes all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal reports to the board on the school's operations and finances at minimum at every governing board meeting and works with the management company as often as needed by the School and/or board members in order for the school's operational needs to be met.

The administrative staff (to include Assistant Principal, Counselor, Instructional Coaches and ESE Program Specialist, etc.) 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 in Tiers 1-3, communicates student outcomes and celebrates and communicates success with all stakeholders.

The Assistant Principal of ACSW assists in the development, establishment, and implementation of the goals and objectives of the school instructional program. The Assistant Principal collaborates with the School Leadership Team to provide direction to staff in the implementing of goals, 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 supports staff with needed improvement. The Assistant Principal promotes and maintains open communication with all stakeholders, a positive school culture.

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, baseline, interim, and winter assessments. They also assists teachers in implementing all core curriculum programs such as, "Go Math" program, writing curriculum, and Wonders curriculum with fidelity.

The ACSW Grade Level Chairpersons Kindergarten-Fifth Grade are leaders in their perspective grade levels. 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. Grade level chairperson will ensure that grade level teachers are implementing the goals outlined in the School Improvement Plan with fidelity.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The strategies and best practices that AcadeMir Charter School West has used throughout the years that have yielded results and help us maintain student academic success year after year have been obtained through trial and error, much action research and analysis of what works best for our students and our particular student demographics. There is not one size fits all and every year we continue to make changes and improvements and building on the year before. However in our previous six years of operation we have found that we have been most successful as we implement the following best practices for continued social, emotional and academic growth of the students that we serve. The School uses the following processes to support the delivery of the curriculum with fidelity (which are modified in accordance with state and/or district mandates and within confines of revised policies in accordance with full implementation LAFS/MAF, Access Points applicable NGSSS for other subject areas, as adopted). We develop a School Improvement Plan (SIP) annually maintained and utilized as a living document to ensure quality assurance, and as a continuous improvement tool to ensure that curriculum goals are being monitored, achieved, and accomplished. We use research-based instructional practices will be utilized such as interdisciplinary connections, differentiated and standards-based instruction. We continuously review the curriculum implementation and student mastery to ensure a year's worth of learning via teaching of respective LAFS/MAFS, applicable NGSSS, Access Points and FVPK Standards, as adopted by the state. Assessment data is utilized to make instructional decisions and plan interventions, for example: iReady Reading and Math, Growth monitoring Assessments and OPMs given if student performs below the threshold every 20 instructional days. We offer targeted interventions for struggling readers and students performing below grade level and enrichments for students that need advanced support. We offer Before/Afterschool targeted tutoring for remediation and enrichment co-curricular activities for acceleration. ACSW integrates Reading, Writing, STEM, Character Education and technology across the curriculum. In an effort to do this we have to offer ongoing relevant and high quality professional development to teachers that both target learner needs and their needs as teachers. Key to the school success is instructional leadership, the principal is used as an instructional leader and conducts ongoing evaluation of instruction through daily classroom walkthroughs wherein the principal will ensure that all teachers are utilizing best practices and implementing the instructional initiatives with fidelity and are provided the necessary resources needed for effective teaching and learning.

Our School's curriculum requires students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Teachers incorporate various teaching strategies to accommodate all learning styles. In accommodating individual learning styles and individual learner needs, the School's curriculum incorporates the many best instructional practices like making Interdisciplinary Connections which allows us to make curricular decisions aimed at obtaining student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.

Another best practice used is Differentiated and Standards-Based Instruction. The School's ultimate goal is to provide a learning environment that maximizes the potential for student success. Teachers use differentiated instructional strategies that connect with individual student's learning needs. Teachers manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.

Teachers plan for instruction using lesson plans, state-approved resources, and appropriate instructional strategies designed to address new skills acquisition as well as address achievement gaps in student performance. To optimally align and adhere to the MAFS and the LAFS, a course outline for all subject areas and grade levels is developed for the entire instructional program. Classroom teachers implement Robert Marzano's research based on Nine High Yield Instruction Strategies that have been proven to effectively promote and improved student achievement.

The School is committed to continually meet and exceed high standards of student achievement by

providing a rigorous academic program founded on the Language Arts Florida Standards, Mathematics Florida Standards, and the Next Generation Sunshine State Standards. Our STEM Enrichment Program provide students the opportunity to participate in a problem based atmosphere that implementing critical thinking skill and reinforces Science, Technology, Math and Engineering skills needed to develop students into global thinkers and lifelong learners. We strive to provide an array of educational resources for students, families, and our diverse community, by supplementing and enhancing classroom studies through high-quality programs, with an explicit and systematic instructional framework. Implementing mechanisms to continuously monitor, evaluate, and improve curriculum to exceed standards of achievement year to year.