

Miami-Dade County Public Schools

Academir Charter School Middle



2018-19 Schoolwide Improvement Plan

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Academir Charter School Middle

5800 SW 135TH AVE, Miami, FL 33183

www.academircharterschoolmiddle.com

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	C*

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.

AcadeMir Charter School Middle (6-8), promotes students' self-motivation to be successful in all subject areas, especially in science, mathematics, reading and technology, by progressively building on their individual talents and abilities. In order to foster students' life-long learning and allow them to reach their full potential as productive, responsible members of today's global and highly technological society, a nurturing, educational environment and the implementation of research- proven educational models will be utilized. These models focus on problem solving, collaboration, and communication through the integration of technology.

Provide the school's vision statement.

AcadeMir Charter School Middle (6-8) provides a strong and multifaceted educational foundation for students of all races, backgrounds and abilities that foster their personal growth and intellectual development in order to enable them to make life choices and pursue career paths that will contribute to the advancement of humanity. Students will experience a cross-curricula instructional approach using the new Florida Language Arts and Math Standards as well as the Next Generation Sunshine State Standards and benchmarks. Improving Student Achievement will serve as the school's "mantra" and improvement will be facilitated and measured through a systematic and comprehensive organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bello, Susie	Assistant Principal
Triana, Marianne	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Susie Bello, Assistant Principal and Instructional coach.

Early Warning Systems

Year 2017-18

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	
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	5	5	3	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	7	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	9	7	6	0	0	0	0	22

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	5	5	3	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	7	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	9	7	6	0	0	0	0	22

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science

Which data component showed the greatest decline from prior year?

No data demonstrated decline, although Science scores remained the same.

Which data component had the biggest gap when compared to the state average?

Science

Which data component showed the most improvement? Is this a trend?

Language Arts ELA

Describe the actions or changes that led to the improvement in this area.

Intervention and tutoring extra hours

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	56%	53%	64%	51%	52%
ELA Learning Gains	60%	56%	54%	62%	55%	53%
ELA Lowest 25th Percentile	58%	52%	47%	58%	51%	45%
Math Achievement	70%	56%	58%	64%	51%	55%
Math Learning Gains	70%	56%	57%	62%	53%	55%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	79%	55%	51%	60%	48%	47%
Science Achievement	49%	52%	52%	49%	49%	50%
Social Studies Achievement	67%	73%	72%	66%	63%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (5)	0 (5)	0 (3)	0 (13)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (1)	0 (7)	0 (8)
Level 1 on statewide assessment	0 (9)	0 (7)	0 (6)	0 (22)

Grade Level Data

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
06	2018	59%	53%	6%	52%	7%
	2017	52%	53%	-1%	52%	0%
Same Grade Comparison		7%				
Cohort Comparison						
07	2018	59%	54%	5%	51%	8%
	2017	48%	52%	-4%	52%	-4%
Same Grade Comparison		11%				
Cohort Comparison		7%				
08	2018	66%	59%	7%	58%	8%
	2017	62%	55%	7%	55%	7%
Same Grade Comparison		4%				
Cohort Comparison		18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	65%	56%	9%	52%	13%
	2017	44%	52%	-8%	51%	-7%
Same Grade Comparison		21%				
Cohort Comparison						
07	2018	67%	52%	15%	54%	13%
	2017	55%	49%	6%	53%	2%
Same Grade Comparison		12%				
Cohort Comparison		23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	65%	38%	27%	45%	20%
	2017	49%	39%	10%	46%	3%
Same Grade Comparison		16%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	42%	44%	-2%	50%	-8%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	75%	65%	10%	65%	10%
2017	77%	62%	15%	63%	14%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	72%	-8%	71%	-7%
2017	71%	69%	2%	69%	2%
Compare		-7%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	59%	35%	62%	32%
2017	100%	58%	42%	60%	40%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	54%	-54%	56%	-56%
2017	100%	48%	52%	53%	47%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-100%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	35		33	65						
ELL	38	59	54	59	71	86	8	63			
HSP	62	61	58	70	70	79	49	67	65		
FRL	60	60	56	67	69	80	54	69	58		
2017 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 2015-16	C & C Accel 2015-16
SWD	44	40		44	40						
ELL	30	40	43	42	40	32	33	53			
HSP	55	47	43	56	49	46	57	77	71		
FRL	53	46	39	55	48	47	52	74	71		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Science
Rationale	To accelerate achievement in both reading and math aligned to core instruction for our targeted students, in order to improve science performance scores.
Intended Outcome	75%- *5% of students will demonstrate growth toward mastery of the content of Florida Science Standards as measured by performance on a range of performance tasks.
Point Person	[no one identified]
Action Step	
Description	Created a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of teachers with data on their students that show state assessment scores and establishes assessment growth target scores for each student, as it pertains to Middle school Science. Core academic instruction.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	Pre- and post-tests are administered to determine the effectiveness of the program. The data is disaggregated and graphed to identify patterns and trends in the teaching and learning process. Careful consideration is given to aligning state performance standards with curriculum and lesson delivery based on the needs of student groups.
Person Responsible	Susie Bello (sbello@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Regularly host EESAC and Title I meetings to inform parents of different programs available that offer tutoring, intervention and academic enhancement.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

ACSM ensures that the social and emotional needs of all students are being met through the process of self-reflection, utilization of data, structuring for success, and collaboration. The setting is organized to promote successful behavior from all students. Students that are in need of therapeutic sessions are referred out to appropriate agencies. All faculty and staff members share the responsibility of ensuring that all students follow the school's discipline plan. A policy is in place for disseminating critical information regarding the students well-being and safety.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Open house and orientation meetings for incoming 6th graders; high school fairs to inform 8th grade students and parents on available programs for high school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data

Services are provided to ensure students at ACSM require additional remediation are assisted through extended learning opportunities (after-school programs and Saturday School). Support services are provided to the schools, students, and families. School administration and teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs to allocate appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school promotes academic and career planning by having the principal, school counselor and teachers mentor students in academic and career planning areas. The school counselor will work directly with parents and students to detail specific ways to increase academic performance and expose students to possible career choices. The school counselor works directly with 8th grade students and parents to help determine possible high school choices that will specifically meet the academic and career planning needs of each student.

Part V: Budget

Total:	\$0.00
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