

Miami-Dade County Public Schools

# Academir Preparatory Academy



2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>8</b>
<b>Title I Requirements</b>	<b>9</b>
<b>Budget to Support Goals</b>	<b>11</b>

# Acemir Preparatory Academy

5800 SW 135TH AVE, Miami, FL 33183

www.acemirpreparatoryacademy.com

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	80%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

## School Grades History

Year	2017-18	2016-17	2015-16
Grade	B	B	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 Preparatory Academy is to provide students with a well-rounded elementary education, through a challenging program, focused on mathematics and science pursuing innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

#### Provide the school's vision statement.

The vision of Academir Preparatory Academy is to provide students with a challenging and rigorous curriculum enabling students to be well prepared for life through adherence to the mission, shared purpose, and clearly articulated goals.

### School Leadership Team

#### Membership

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

Name	Title
Bello, Susie	Assistant Principal
Martinez, Ivette	Assistant Principal

#### Duties

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

Instructional Coach and Assistant Principal

### 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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	2	1	5	2	0	0	0	0	0	0	0	10

**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	2	0	1	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**Date this data was collected**

Tuesday 9/18/2018

**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	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	0
Course failure in ELA or Math	0	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	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	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	1	2	1	5	2	0	0	0	0	0	0	0	11
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	1	2	0	2	0	0	0	0	0	0	0	5

## 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?**

ELA and Science

**Which data component showed the greatest decline from prior year?**

N/A

**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?**

Math

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

Intervention and tutoring offered for an hour every school day during the school year. In addition, two hours of Saturday morning tutoring was offered for 12 consecutive weeks prior to testing days.

### 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	56%	62%	56%	42%	54%	52%
ELA Learning Gains	57%	62%	55%	41%	56%	52%
ELA Lowest 25th Percentile	59%	59%	48%	0%	52%	46%
Math Achievement	68%	69%	62%	62%	62%	58%
Math Learning Gains	61%	64%	59%	76%	60%	58%
Math Lowest 25th Percentile	68%	55%	47%	0%	49%	46%
Science Achievement	49%	58%	55%	0%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
One or more suspensions	0 (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 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

#### 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
03	2018	59%	61%	-2%	57%	2%
	2017	50%	58%	-8%	58%	-8%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	61%	60%	1%	56%	5%
	2017	29%	57%	-28%	56%	-27%
Same Grade Comparison		32%				
Cohort Comparison		11%				
05	2018	43%	59%	-16%	55%	-12%
	2017	53%	54%	-1%	53%	0%
Same Grade Comparison		-10%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	67%	1%	62%	6%
	2017	44%	65%	-21%	62%	-18%
Same Grade Comparison		24%				
Cohort Comparison						
04	2018	72%	68%	4%	62%	10%
	2017	50%	68%	-18%	64%	-14%
Same Grade Comparison		22%				
Cohort Comparison		28%				
05	2018	64%	66%	-2%	61%	3%
	2017	54%	60%	-6%	57%	-3%
Same Grade Comparison		10%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	49%	56%	-7%	55%	-6%
	2017					
Cohort Comparison						

### 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
ELL	50	55		68	70	92	19				
HSP	56	57	61	69	62	67	49				
FRL	56	58	60	68	62	72	51				

  

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
ELL	47	48	58	44	53	64					
HSP	50	46	53	51	56	69	54				
FRL	43	38	54	46	56	67	44				

### 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

<b>Title</b>	ELA
<b>Rationale</b>	If staff consistently utilizes effective instructional strategies, embeds high-yield essential elements in practice, and analyzes data to drive ambitious instruction, then student achievement will increase.
<b>Intended Outcome</b>	<ul style="list-style-type: none"><li>• FSA ENGLISH LANGUAGE ARTS – ACHIEVEMENT</li><li>• ELA READING GAINS</li><li>• ELA LOWEST 25TH PERCENTILE GAINS</li></ul>
<b>Point Person</b>	Antonio Cejas (acejas@dadeschools.net)

### Action Step

<b>Description</b>	<ul style="list-style-type: none"><li>• Comprehensive Quarterly Review ( I-Ready)</li><li>• Monitor Data information provided in the EWS quarterly</li><li>• Establish PLCs to discuss progress of students identified</li><li>• Engage parents and students in development of Student Success Plans</li><li>• Assign an advocate/ mentor</li><li>• Develop mentor guide for fidelity</li><li>• Celebrate success</li></ul>
<b>Person Responsible</b>	[no one identified]

### Plan to Monitor Effectiveness

<b>Description</b>	Identify students exhibiting two or more indicators through the use of the Early Warning Systems . Develop and implement a systematic approach to advocacy and mentoring for students in need. ( tutoring and intervention) Determine professional learning opportunities to target planning and delivery of rigorous, complex instruction through the Marzano instructional model
<b>Person Responsible</b>	Antonio Cejas (acejas@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.**

The school will maintain an open channel of communication with parents at all times to provide them with information regarding their child's academic progress.

The school will:

- Identify students who are at a level below, at grade level or above grade level and let parents know by notifying them and requesting a parent conference.
- Those students that are not making adequate progress toward the Florida Standards will be identified and methods of improvement will be implemented and interventions will take place in order to help the

student improve. All interventions and the progress of the interventions will be communicated to parents through MTS meetings that review the intervention implemented.

- Other data that is obtained and the progress of the students will be communicated to parents via progress reports, report cards, parent involvement workshops and parent conferences as well as other adequate forms written and oral communication deemed necessary in order to maintain the parent informed.

The school website informs parents of all upcoming events and activities. All teachers have classroom websites that are updated weekly to inform parents of all home learning assignments, upcoming tests and projects. Parents are provided with conference times after school hours after 3:00 p.m. The school will continue to host parental involvement activities that promote literacy.

### **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.**

APA ensures that the social-emotional needs of all students are being met through the process of self-reflection, utilization of data, structuring for success, and collaboration. If student behavior is irresponsible, the school staff will reflect on what they can do to help the student. Objective information about behavior is important in planning and making decisions about behavior. The setting 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. A policy is in place for disseminating critical information regarding a student's 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.**

New student applications will be accepted during the month of January. The dates are posted on the school website as well as visibly in the main office. Banners advertising the application period are also displayed outside the building. Siblings of current students have priority. Open house "Meet and Greet" sessions for Kindergarten students occur one week prior to the opening of school. Parents and students are able to visit their child's classrooms and meet the teachers. Student participation in this event is strongly encouraged. Parents and students are also invited to the September Open House that will occur during the month of September. A separate Kindergarten Orientation is held the week before school starts. Articulation meetings with the articulating middle school is held prior to the closing of the academic school year to ensure a smooth transition for each student.

### **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.**

The MTSS Leadership Team will review and reflect upon the School Improvement Plan on an on-going basis to ensure SIP implementation and fidelity. The team will meet to discuss, review, and reflect upon the data obtained from baseline, interim, and winter assessments. The team will discuss student's strengths and weaknesses, as well as, class performance. The data will reflect which students require additional supports and intervention. Students will be grouped for intervention in accordance to competency levels as determined by our IReady diagnostics and instructional needs as reflected on the data obtained through district assessments. Class performance on district assessments will be used as indicators for the need for particular professional developments. Curriculum coach will serve as

instructional support to model lessons and assist teachers on program implementation, grouping, and interventions. Grade level meetings will be held on a weekly basis to discuss student data results and performance. Monthly data chats will be held to determine student progress through the MTSS system. Leadership meetings will be held twice a month to discuss data results, trends, and reflection. Goals and strategies aligned to the SIP will be discussed regularly for continued improvement.

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

N/A

### Part V: Budget

<b>Total:</b>	<b>\$0.00</b>
---------------	---------------