Academir Preparatory Academy

2019-20 Schoolwide Improvement Plan

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Academir Preparatory Academy

5800 SW 135TH AVE, Miami, FL 33183

www.academirpreparatoryacademy.com

Demographics

Principal: Karla Rodriguez

Start Date for this Principal: 11/17/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (60%) 2016-17: B (54%) 2015-16: B (55%) 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	80%

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	2018-19	2017-18	2016-17	2015-16
Grade	B	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	Job Duties and Responsibilities
Espinosa, Paola	Instructional Coach	
Bello, Susie	Assistant Principal	
Timilsina, Nabin	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	61	77	92	76	67	0	0	0	0	0	0	0	437
Attendance below 90 percent	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	19	9	0	0	0	0	0	0	0	28

The number of students with two or more early warning indicators:

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

FTE units allocated to school (total number of teacher units)

24

Date this data was collected or last updated

Thursday 9/12/2019

Prior Year - 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	
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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	62%	57%	50%	57%	55%
ELA Learning Gains	59%	62%	58%	46%	61%	57%
ELA Lowest 25th Percentile	53%	58%	53%	53%	58%	52%
Math Achievement	68%	69%	63%	51%	66%	61%
Math Learning Gains	62%	66%	62%	56%	65%	61%
Math Lowest 25th Percentile	35%	55%	51%	69%	57%	51%
Science Achievement	45%	55%	53%	52%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	64 (0)	61 (0)	77 (0)	92 (0)	76 (0)	67 (0)	437 (0)
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)	19 (0)	9 (0)	28 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	60%	-1%	58%	1%
	2018	59%	61%	-2%	57%	2%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	65%	64%	1%	58%	7%
	2018	61%	60%	1%	56%	5%
Same Grade Comparison		4%				
Cohort Comparison		6%				
05	2019	61%	60%	1%	56%	5%
	2018	43%	59%	-16%	55%	-12%
Same Grade Comparison		18%				
Cohort Comparison		0%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	59%	67%	-8%	62%	-3%	
	2018	68%	67%	1%	62%	6%	
Same Grade Comparison		-9%					
Cohort Comparison							
04	2019	74%	69%	5%	64%	10%	
	2018	72%	68%	4%	62%	10%	
Same Grade Comparison		2%					
Cohort Comparison		6%					
05	2019	65%	65%	0%	60%	5%	
	2018	64%	66%	-2%	61%	3%	
Same Grade Comparison		1%					
Cohort Comparison		-7%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	44%	53%	-9%	53%	-9%	
	2018	49%	56%	-7%	55%	-6%	
Same Grade Comparison		-5%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	58	57	59	72	64	33	50				
HSP	63	60	53	68	62	37	45				
FRL	60	56	52	63	59	37	42				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math and Science

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

L25

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math L25

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Proficiency

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Science and Math

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Focus on L25 for both Math and ELA via targeted intervention
2. Identify students with 1 or more Early Warning Signs.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	L25 for Math
Rationale	Based on the 2018-2019 school data, the data component that performed the lowest was Math L25 - a decrease of 33 points from the previous year: 2017-2018.

State the measurable outcome the school plans to achieve	We plan to increase Math L25 by ten percentage points this school year (35% to 45%).
Person responsible for monitoring outcome	Susie Bello (sbello@dadeschools.net)
Evidence-based Strategy	Intervention and tutoring will be offered an hour every school day during the school year targeting specifically students who fall in the L25 category. In addition, one hour of Saturday morning tutoring will be offered for 10 consecutive weeks prior to testing days.
Rationale for Evidence-based Strategy	Due to our decrease of 33 percentage points with our Math L25, this subgroup will be highly targeted via every intervention window offered in addition to the standard-aligned instruction that will be held in the classroom, closely monitored by Ms. Susie Bello.

Action Step	
Description	1. Identify L25 population (in Math) for this school year. 2. Communicate with students and parents about in-school and after-school intervention beginning week of September 23rd 2019 via school letters (sent from administration) in addition to Saturday Academy, beginning on January 2020. 3. Prepare standard-aligned curriculum that targets areas of need (Math domains). 4. Monitor students' progress via I-Ready and Topic assessments (Unify) for Math. 5. Customize intervention, as needed, based on student progress.
Person Responsible	[no one identified]

#2	
Title	
Rationale	Based on the 2018-2019 data, the lowest data component was Math L25 with an average of 35% versus the district average of 55%.
State the measurable outcome the school plans to achieve	We plan on increasing the Math L25 data component by ten percentage points.
Person responsible for monitoring outcome	Susie Bello (sbello@dadeschools.net)
Evidence-based Strategy	Intervention and tutoring offered an hour every school day targeting the L25 in Math during the school year. In addition, two hours of Saturday morning tutoring will be offered for 10 consecutive weeks prior to testing days
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Other data components such as Learning Gains and Proficiency will also be a school-wide priority for both ELA and Math. We will use the same evidence-based strategy to target ALL students who are showing weaknesses via ongoing data.

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 Schoolwide Improvement Plan 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 invovlement 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 beheld 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 improveme

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: L25 for Math	$0.00
2	III.A.	Areas of Focus:	$0.00
		Total:	$0.00