

Miami-Dade County Public Schools

# Academir Preparatory Academy



2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	65%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (55%) 2017-18: B (60%) 2016-17: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Dade County School Board.

## 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](http://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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# Academir Preparatory Academy

5800 SW 135TH AVE, Miami, FL 33183

www.academirpreparatoryacademy.com

## School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cejas, Antonio	Principal	
Espinosa, Paola	Assistant Principal	
Timilsina, Nabin	Instructional Coach	

### Demographic Information

#### Principal start date

Friday 11/17/2017, Karla Rodriguez

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

26

**Total number of students enrolled at the school**

424

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

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

4

Demographic Data

Early Warning Systems

2021-22

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	1	5	21	5	36	44	0	0	0	0	0	0	0	112
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	0	0	1	0	0	0	0	0	0	0	4
Course failure in Math	0	1	1	1	0	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	3	0	2	0	1	0	0	0	0	0	0	0	6

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	2	12	4	19	23	0	0	0	0	0	0	0	60

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/24/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	62%	57%	56%	62%	56%
ELA Learning Gains				59%	62%	58%	57%	62%	55%
ELA Lowest 25th Percentile				53%	58%	53%	59%	59%	48%
Math Achievement				68%	69%	63%	68%	69%	62%
Math Learning Gains				62%	66%	62%	61%	64%	59%
Math Lowest 25th Percentile				35%	55%	51%	68%	55%	47%
Science Achievement				45%	55%	53%	49%	58%	55%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison						
04	2021					
	2019	65%	64%	1%	58%	7%
Cohort Comparison		-59%				
05	2021					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	67%	-8%	62%	-3%
Cohort Comparison						
04	2021					
	2019	74%	69%	5%	64%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-59%				
05	2021					
	2019	65%	65%	0%	60%	5%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

k-2 SmartyAnts & i-ready  
 3-5th i-ready, Achieve3000, UsaTest Prep.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		55	65	70
	Economically Disadvantaged		55	65	70
	Students With Disabilities		55	65	70
	English Language Learners		55	65	70
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		55	65	70
	Economically Disadvantaged		55	65	70
	Students With Disabilities		55	65	70
	English Language Learners		55	65	70
		Number/% Proficiency	Fall	Winter	Spring

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	65	70
	Economically Disadvantaged	55	65	70
	Students With Disabilities	55	65	70
	English Language Learners	55	65	70
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	65	70
	Economically Disadvantaged	55	60	70
	Students With Disabilities	55	60	70
	English Language Learners	55	60	70

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	60	70
	Economically Disadvantaged	55	60	70
	Students With Disabilities	55	60	70
	English Language Learners	55	60	70
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	60	70
	Economically Disadvantaged	55	60	70
	Students With Disabilities	55	60	70
	English Language Learners	55	60	70

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	60	70
	Economically Disadvantaged	55	60	70
	Students With Disabilities	55	60	70
	English Language Learners	55	60	70
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	60	70
	Economically Disadvantaged	55	60	70
	Students With Disabilities	55	60	70
	English Language Learners	55	60	70
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	60	70
	Economically Disadvantaged	55	60	70
	Students With Disabilities	55	60	70
	English Language Learners	55	60	70
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	60	70
	Economically Disadvantaged	55	60	70
	Students With Disabilities	55	60	70
	English Language Learners	55	60	70
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	50	60	70
	Economically Disadvantaged	50	60	70
	Students With Disabilities	50	60	70
	English Language Learners	50	60	70
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	61	59	58	43	26	17	35				
HSP	60	54	50	43	25	20	43				
FRL	60	58	47	39	26	21	39				
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				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
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	62
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	8
Percent Tested	99%
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	45
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	45
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

L25's ( Math, Reading and Science ) continue to demonstrate decreased gains

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math and Science

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

Distant learning and students with limited access to core instruction. Extended tutoring and added interventions to the daily schedule.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Reading and Math

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

student progress monitoring conducted with fidelity.

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

Continua's standard-aligned instruction. Data chats with teachers, instructional coaches and department heads.

#### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Develop standard aligned professional development opportunities for teachers. Develop and implement an academy for teachers and coaches to have a better understanding of BEST Standards.

#### Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Hiring of a certified teacher / Reading endorsed to work with tier 2 and tier 3 students. Push in and pull out intervention offered for L25's during school hours and after school hours.

## Part III: Planning for Improvement

### Areas of Focus:

*No activities were entered for this section.*

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

n/a

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

APA will continue to foster a positive school culture by fostering school-wide activities to promote a safe and healthy environment. Monthly rallies to emphasize character education. Guest speakers that will help us to reinforce our mission and vision. Foster activities (eg. Tiger of the month, "Do the Right Thing") that encourage our students to be better scholars.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Governing Board members  
Administration  
faculty and staff  
students  
parents  
community partners.

## Part V: Budget



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

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