

Miami-Dade County Public Schools

Academir Charter School Preparatory School



2023-24

Schoolwide Improvement Plan (SIP)

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Academir Charter School Preparatory

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of AcadeMir Charter School Preparatory is to provide students with a well grounded Kindergarten through Eighth grade school education through a challenging program, focused on mathematics and science using 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 Charter School Preparatory 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ledo, Mary Kristina	Principal	<p>Oversee day-to-day school operations</p> <p>Manage school logistics and budgets</p> <p>Set learning goals for students and teachers based on national curricula</p> <p>Monitor and report on teacher performance</p> <p>Present data from school performance to board members</p> <p>Research new resources and techniques to improve teaching</p> <p>Interview and hire school personnel</p> <p>Review and implement school policies</p> <p>Provide guidance and counseling to teachers</p> <p>Handle emergencies and school crises</p> <p>Organize school events and assemblies</p> <p>Ensure a safe and clean environment for students (e.g. implementing hygiene rules)</p> <p>Attend conferences to gain knowledge on current educational trends</p>
Proebsting, Samantha	SAC Member	<p>To adopt the School Improvement Plan (SIP) with goals and objectives for the improvement of education in the school.</p> <p>? To recommend to the principal its priorities for spending school moneys.</p> <p>? Gather and provide information to the principal and DAC on the needs or concerns of the school's community.</p> <p>? When a school has been placed on a priority improvement or turnaround plan, the SAC shall advise the principal concerning the preparation of such plan, and submit recommendations concerning the content.</p> <p>? Report, at least annually, to the community and the Board of Education, on the educational performance of the school and provide data for the appraisal of such performance.</p> <p>? Perform such other duties and responsibilities as may be req</p>
Tabares, Erica	Assistant Principal	<p>Enforcing attendance rules</p> <p>Meeting with parents to discuss student behavioral or learning problems</p> <p>Responding to disciplinary issues</p> <p>Coordinating use of school facilities for day-to-day activities and special events</p> <p>Working with teachers to develop curriculum standards</p> <p>Developing and maintaining school safety procedures</p> <p>Evaluating teachers and learning materials to determine areas where improvement is needed</p> <p>Coordinating and planning class schedules</p> <p>Assessing data such as state standards and test scores</p>
Plantada, Christopher	Assistant Principal	<p>Enforcing attendance rules</p> <p>Meeting with parents to discuss student behavioral or learning problems</p> <p>Responding to disciplinary issues</p> <p>Coordinating use of school facilities for day-to-day activities and special events</p> <p>Working with teachers to develop curriculum standards</p> <p>Developing and maintaining school safety procedures</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Evaluating teachers and learning materials to determine areas where improvement is needed</p> <p>Coordinating and planning class schedules</p> <p>Assessing data such as state standards and test scores</p>
Alegria, Idelis	Reading Coach	<p>Coordinate and implement high-quality reading curriculum</p> <ul style="list-style-type: none"> • Facilitate professional development for teachers • Observe teachers, provide feedback, and identify next steps to improve instruction in core ELA instruction for the purpose of support and not evaluation • Monitor interventions conducted by the classroom teacher • Model exemplar lessons • Support lesson preparation using high-quality curriculum • Model and support high-quality interactions with students • Analyze data, identify trends, and support teachers to adjust instruction based on data • Support teachers with effective parent communication and family involvement • Communicate a belief in all students' abilities to become successful readers • Attend all required meetings and trainings • Communicate with leadership team on school-wide literacy progress
Aponte, Karinne	Math Coach	<p>Coordinate and implement high-quality mathematics curriculum</p> <ul style="list-style-type: none"> • Facilitate professional development for teachers • Observe teachers, provide feedback, and identify next steps to improve instruction in core mathematics instruction for the purpose of support and not evaluation • Monitor interventions conducted by the classroom teacher • Model exemplar lessons • Support lesson preparation using high-quality curriculum • Model and support high-quality interactions with students • Analyze data, identify trends, and support teachers to adjust instruction based on data • Support teachers with effective parent communication and family involvement • Communicate a belief in all students' abilities to become successful readers • Attend all required meetings and trainings • Communicate with leadership team on school-wide mathematics progress
Lorie, Marlene	Science Coach	<p>Coordinate and implement high-quality science curriculum</p> <ul style="list-style-type: none"> • Facilitate professional development for teachers • Observe teachers, provide feedback, and identify next steps to improve instruction in core Science instruction for the purpose of support and not evaluation • Monitor interventions conducted by the classroom teacher • Model exemplar lessons • Support lesson preparation using high-quality curriculum • Model and support high-quality interactions with students

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> Analyze data, identify trends, and support teachers to adjust instruction based on data Support teachers with effective parent communication and family involvement Communicate a belief in all students' abilities to become successful readers Attend all required meetings and trainings Communicate with leadership team on school-wide STEM programs

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SAC met and discussed goals prior to official meeting in collaboration with administration. Goals were developed in the summer to increase the possibility of learning gains in ELA and lowest 25% in ELA.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be monitored periodically to ensure that small sunsequent goals align to the larger school based data goals by leadership team in collaboration with SAC members

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	80%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	2	2	0	3	0	2	3	12	
One or more suspensions	0	0	0	0	0	0	3	0	1	4	
Course failure in English Language Arts (ELA)	0	1	0	8	0	3	0	0	1	13	
Course failure in Math	0	1	2	2	0	4	0	3	0	12	
Level 1 on statewide ELA assessment	0	0	0	9	0	7	0	9	8	33	
Level 1 on statewide Math assessment	0	0	0	9	0	7	0	9	8	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	9	0	7	0	9	8	33	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	3	9	0	7	0	9	8	40

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	2	0	0	0	1	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	3	16	0	0	1	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	2	2	0	0	0	3	2	9	
One or more suspensions	0	0	0	0	0	0	3	0	1	4	
Course failure in ELA	0	1	0	8	0	3	0	0	1	13	
Course failure in Math	0	1	0	8	0	3	0	0	1	13	
Level 1 on statewide ELA assessment	0	0	0	9	0	7	0	9	8	33	
Level 1 on statewide Math assessment	0	0	0	9	0	7	0	9	8	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	9	0	7	0	9	8	33	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	3	9	0	7	0	9	8	40

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	3	16	0	0	1	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	61	53	62	62	55	62		
ELA Learning Gains				56			61		
ELA Lowest 25th Percentile				48			51		
Math Achievement*	71	63	55	67	51	42	59		
Math Learning Gains				65			51		
Math Lowest 25th Percentile				62			44		
Science Achievement*	75	56	52	67	60	54	63		
Social Studies Achievement*	79	77	68	72	68	59	59		
Middle School Acceleration	88	75	70	81	61	51			
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	67	62	55	67	75	70	71		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	518
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	647
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	70			
AMI				
ASN				
BLK	57			
HSP	74			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	74			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	58			
AMI				
ASN				
BLK	56			
HSP	64			
MUL				
PAC				
WHT				
FRL	64			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	67			71			75	79	88			67
SWD	33			48			53	67			6	47
ELL	62			68			59	75	86		7	67
AMI												
ASN												
BLK	47			67							2	
HSP	67			71			75	78	87		7	67
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	67			71			74	81	89		7	68

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	62	56	48	67	65	62	67	72	81			67
SWD	31	48	37	37	56	59	35	40				80
ELL	52	49	44	60	62	61	63	62				67
AMI												
ASN												
BLK	47	62		47	67							
HSP	61	56	47	67	66	61	67	71	81			67
MUL												
PAC												
WHT												
FRL	59	56	47	66	64	61	64	73	80			66

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	62	61	51	59	51	44	63	59				71
SWD	28	52	45	33	44	31						50
ELL	54	60	48	54	51	50	55	53				71
AMI												
ASN												
BLK	53			50								
HSP	62	61	52	58	51	47	63	59				71
MUL												
PAC												
WHT												
FRL	62	60	46	59	53	49	63	56				71

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	66%	56%	10%	54%	12%
07	2023 - Spring	49%	50%	-1%	47%	2%
08	2023 - Spring	56%	51%	5%	47%	9%
04	2023 - Spring	68%	58%	10%	58%	10%
06	2023 - Spring	73%	50%	23%	47%	26%
03	2023 - Spring	70%	52%	18%	50%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	77%	58%	19%	54%	23%
07	2023 - Spring	49%	48%	1%	48%	1%
03	2023 - Spring	74%	63%	11%	59%	15%
04	2023 - Spring	74%	64%	10%	61%	13%
08	2023 - Spring	89%	59%	30%	55%	34%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	40%	-7%	44%	-11%
05	2023 - Spring	79%	50%	29%	51%	28%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	56%	37%	50%	43%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	65%	11%	63%	13%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	68%	6%	66%	8%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Two years ago (2022) there was a downward trend observed in the lowest 25% learning gains in ELA. Covid, attendance and learning gaps caused by a lack of consistent standards based instruction in conjunction with less robust specialized instruction, differentiation and ESOL based strategies during hybrid instruction led to a drop in learning gains in the lowest 25% subgroup.

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

No data subgroup showed a decline. Instead, the proficiency in 8th grade science was not as high as we expected based on mid year data.

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.

ACSP is higher than all FLDOE averages.

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

Mathematics proficiency showed the highest improvement in comparison to previous years.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance and course failures in ELA are areas of concern.

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

1. ELA learning gains
2. Eighth grade science proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher morale is critical to the success and achievement of students. If teacher morale is high, then the buy-in for teachers is established resulting in positive classroom interactions, ultimately increasing student performance.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increased teacher enrichment programs (teacher based afterschool commitments) for tutoring and for engagement of students will be measure quarter by quarter.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The desired outcome would be for more teachers to stay afterschool because they are committed to the success of the more academically fragile student, investing time and energy in closing gaps because they are motivated and believe in the school's mission/vision and are ultimately invested by being accountable for the school's success

Person responsible for monitoring outcome:

Mary Kristina Ledo (mkledo@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavioral Support Strategies and teacher Incentives to create a positive model in conjunction with monthly data chats by grade levels

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Continuous improvement is critical to making immediate instructional changes and incentives are needed to keep professionals motivated.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lowest 25% learners in ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA learning gains in the lowest 25% (which includes a high propensity of SWD's) will increase learning gains by 17 points, where 65% of the lowest 25% learners will make a learning gain in ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Standards mastery monthly assessments and embedded tutoring for all students. Tier 3 students will consistently receive interventions weekly and monitor the closing of gaps to ensure that learning gains are occurring.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

MTSS and tiered instruction with scaffolded goals to ensure that students are closing the learning gaps in the area of ELA. differentiated instruction in streamlines and planned as a grade level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To ensure that all learners needs are met.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students in Eight grade Science will improve proficiency rates to 65%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in Eight grade Science will improve proficiency rates to 65%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly topic assessment and Standards based assessments

Person responsible for monitoring outcome:

Marlene Lorie (mlorie@academircharterschoolpreparatory.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Research based curriculum materials with expanded hand on scientific inquiry in conjunction with informative text based reading strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increased exposure to reading strategies to allow for increased comprehension skills. Exposure to scientific inquiry based practices increases exposure to fair game standards needed for proficiency in eight grade.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Goals and areas of focus are reviewed to determine if ADDITIONAL funding is needed to support the goals. This is done within leadership meetings and discussions with EESAC throughout the year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

All grade levels score above 70% in proficiency in ELA.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Students who are considered the lowest 25% learners scored a 48% in Learning Gains in 2022. In 2023, this subgroups' data was not collected as it was a baseline year for FAST, and no learning gains were counted. Tutoring is embedded during the day and Tiers 1, 2, and 3 are consistently being delivered to all students in ELA. Students in need of specialized instruction (IEP) on ELA are receiving various service models to ensure individualized needs are met to close reading deficiencies.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Proficiency rates in grades K-2 are targeted at 70% or higher.

Grades 3-5 Measurable Outcomes

Proficiency rates in grades 3-8 are targeted at 70% or higher.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring is biweekly either through standards based assessments or a review of intervention/ embedded tutoring data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Alegria, Idelis, ialegria@academircharterschoolpreparatory.com

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All programs at ACSP meet or accept the FLDOE definition for evidence -based practices, align to B.E.S.T. and are comprehensive in reading plan outcomes.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

All programs at ACSP meet or accept the FLDOE definition for evidence -based practices, align to B.E.S.T. and are comprehensive in the reading plan outcomes. The target population of SWD's and the lowest 25% learners respond to a variety of consistent strategies and individualize learning outcomes.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Assessment: All assessments are reviewed for their alignment to BEST and Focus calendars to ensure that students are continuously being monitored for standards mastery.	Tabares, Erica, 922727@dadeschools.net

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

SIP will be discussed at every EESAC meeting and shared with all parental stakeholders at the annual Title 1 meeting. It is available on the website. This SIP is also used to develop the PFE plan after discussion at an EESAC meeting.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

ACSP successfully cultivated positive engagement with parents through multiple events and activities throughout the year. ACSP invests in parental academies to assist parent's navigating their child's educational progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

ACSP is investing in acceleration in the primary grades to cultivate a culture and cohort for acceleration first through eight grades. Identification and acceleration particularly in the areas of mathematics is key. Alignment with accelerated mathematics courses and ensuring multiple enrichment opportunities in STEM based initiatives.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

ACSP aligns and opts to follow MDCPS mental health plan and enjoys a collaborative relationship with the MDCPS mental health liaisons. ACSP also employs a Dean of Discipline and two full time counselors to assist with mental health initiatives school wide. ACSP is also a PBS model school and celebrate our Values matters curriculum through the use of point systems and embedded positive rewards monthly and quarterly.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

ACSP aligns and opts to follow MDCPS mental health plan and enjoys a collaborative relationship with the MDCPS mental health liaisons. ACSP also employs a Dean of Discipline and two full time counselors to assist with mental health initiatives school wide. ACSP is also a PBS model school and celebrate our Values matters curriculum through the use of point systems and embedded positive rewards monthly and quarterly.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Preservice week take place over the course of two week where all PDs are offered. Throughout the year the PD liaison in conjunction with EESAC and leadership determines what in house PDs can be offered for MPPs that will assist in increasing student achievement and build professional capacity. All stakeholders are encouraged to find OD that will align to Teacher's DPGTs and make a positive impact on student learning and performance.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment					\$3,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			1015 - Academir Charter School Preparatory	Other		\$3,400.00	
			Notes: Teacher incentives monthly not to exceed 340.00 a month				
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities					\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science					\$0.00
Total:							\$3,400.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes