

Miami-Dade County Public Schools

Academir Middle School Of Math And Science School



2023-24

Schoolwide Improvement Plan (SIP)

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Academir Middle School Of Math And Science

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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 Shool of Math and Science is to provide students with a well-rounded elementary 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 for AcadeMir Charter School of Math and Science 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
Cejas, Antonio	Principal	The role of the Principal is to communicate a clear and common vision and ission, oversee day to day operations, and ensure that all teachers and staff are implementing the SIP and following the problem solving process. The principal assures instruction is aligned to state academic content standards, maintains continuous improvement in the building, designs instruction for student success, develops partnerships with parents and the community, and nurtures a positive school culture that promotes learning and engagement for students and adults and where all stakeholders feel valued.

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.

Involving stakeholders in the School Improvement Plan development process is a comprehensive and collaborative endeavor. It begins by identifying key stakeholder groups, which encompass the school leadership team, teachers and school staff, parents, students and families, and business or community leaders. To initiate the process, an initial communication effort is undertaken to convey the significance and objectives of the SIP development. The formation of a SIP development team, consisting of representatives from each stakeholder group, ensures diverse perspectives are brought to the table. A crucial step involves conducting a thorough stakeholder analysis to comprehend each group's interests, concerns, and expectations. This insight informs the subsequent collection of input from stakeholders

through various means such as surveys and meetings. Teachers and staff provide observations and suggestions related to school improvement, parents contribute their priorities and expectations, and students and families share their perspectives. Engaging with business or community leaders explores potential avenues of support. The gathered input is meticulously analyzed to identify common themes and emerging priorities. This collaborative process culminates in the establishment of clear, measurable goals and objectives, collaboratively defined by all stakeholder groups. The development of strategies and action plans follows, with responsibilities and timelines assigned for implementation. Iterative feedback loops with stakeholders ensure that the SIP remains inclusive and responsive. After revisions, the SIP document is

finalized to accurately represent the collective vision and input of all stakeholders. Implementation and monitoring begin, and regular updates and reviews, with continued stakeholder engagement, maintain the plan's relevance and alignment with evolving school needs. Throughout the process, open communication and transparency are upheld, with stakeholders regularly informed of progress and adjustments. The active involvement of stakeholders ensures that the SIP reflects a collective commitment to improving the school and its outcomes.

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))

school's improvement journey. This oversight ensures that ACSW stays on course towards its goals and possesses the flexibility to adapt as circumstances dictate. By implementing a methodical and datacentered approach to SIP oversight, the school remains agile in addressing evolving challenges and needs. The processes employed to keep a vigilant eye on the SIP, the cadence of data sharing, and the criteria guiding course adjustments are as follows: Firstly, the school's leadership team, alongside instructional leaders, regularly conducts classroom walkthroughs. This practice allows for the observation of teaching methods, the level of student engagement, and the alignment of instructional practices with the SIP's objectives. Secondly, teachers engage in continuous student progress monitoring, using formative and summative assessments that align with the SIP's core objectives. Data pertaining to student performance undergoes collection and analysis on a quarterly basis.

Thirdly, the practice of weekly common planning with teachers and instructional coaches becomes a recurrent fixture. During these sessions, the Academic Coaching Support Team delves into the SIP's progress, sharing valuable insights and strategies. Through surveys and periodic meetings the school administration actively seeks input from teachers and staff. They gather perspectives on the efficacy of SIP strategies and valuable suggestions for improvements. These feedback sessions convene once each semester. Furthermore, the school engages parents and community members through a series of regular meetings, surveys, or participation in the Educational Excellence School Advisory Council (EESAC). This engagement serves to capture their unique perspectives and insights on the school's ongoing efforts to improve. These interactions are held quarterly.

Regarding the frequency of data sharing and discussions with the leadership team, these occur on a weekly basis. Data stemming from classroom walkthroughs, student progress assessments, staff feedback, and input from parents and the community are made available to the school's leadership team on a monthly cadence. Critical to the process, the leadership team employs a data-informed decisionmaking

approach. They meticulously analyze data to discern trends and patterns, shaping their decisions based on the evidence of what is or isn't working. Prior to enacting significant changes to the SIP, the school actively involves pertinent stakeholders in the decision-making process. Their input and feedback on proposed alterations are thoughtfully considered, reinforcing a collaborative approach to improvement. A regular SIP review process is maintained in conjunction with the leadership team. These reviews serve as opportunities to assess progress, delve into data-driven discussions, and make informed decisions regarding necessary adjustments. The frequency of these meetings aligns with the

rhythm of data collection and sharing. Finally, the school nurtures a culture of continuous improvement, instilling within all stakeholders a shared understanding of the imperative to adapt and refine the SIP (Continuous Improvement)

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	54%
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) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	0	0	0	0	7	7	3	17	
One or more suspensions	0	0	0	0	0	0	0	0	1	1	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	1	3	6	
Course failure in Math	0	0	0	0	0	0	1	1	2	4	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	26	17	9	52	
Level 1 on statewide Math assessment	0	0	0	0	0	0	31	19	12	62	
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		

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	0	0	0	0	0	27	17	10	54

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	0	0	0	0	0	0	0	2	0	2
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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	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	

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	0	0	0	0	0	0	0	0	0	
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*	52	56	49		55	50			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	58	60	56		43	36			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		55	49		54	53			
Social Studies Achievement*	75	72	68		64	58			
Middle School Acceleration		74	73		56	49			
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress		50	40		77	76			

* 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	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	185
Total Components for the Federal Index	3
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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	42			
ELL	47			
AMI				
ASN				
BLK				
HSP	61			
MUL				
PAC				
WHT				
FRL	66			

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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	52			58				75				
SWD	42			42							2	
ELL	37			56							2	
AMI												
ASN												
BLK												
HSP	51			60				72			3	
MUL												
PAC												
WHT												
FRL	57			69				73			3	

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												

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
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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
07	2023 - Spring	56%	50%	6%	47%	9%
06	2023 - Spring	32%	50%	-18%	47%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	58%	-5%	54%	-1%
07	2023 - Spring	59%	48%	11%	48%	11%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	68%	-9%	66%	-7%

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.

Last year's 6th grade ELA proficiency average fell below state and district averages at 32%. A contributing factor is the influx of migrant students with limited to no-English language proficiency.

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

No Data available from 2022-2023 New School.

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.

The 6th and 7th grade ELA proficiency percentage has the greatest gap when compared to the state average. One contributing factor was a large influx of migrant students with limited-to-no English language proficiency. Another contributing factor was a lack of availability of state certified (in-field) classroom teachers.

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

Civics from a baseline of 0% proficiency to a 44% EOY

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

1. ELA 6th - 8th Grade
2. 8th Grade Science (Biology)
3. Algebra

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

1. Foster a school environment/climate that is conducive to the overall wellness and achievement of all students.
2. Increase student reading proficiency.
3. Instructional recruitment and retainment.
4. Provide instructional support to meet the needs of all student subgroups.
5. Increase/demonstrate student academic success in math, science, and EOC assessments.

Area of Focus

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

#1. -- Select below -- specifically relating to**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.

Measurable Outcome:

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

Monitoring:

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

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

#2. 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.

An area of focus is to promote and support a positive environment and culture for our instructional staff. Middle school has increased by four sections of students this year, and it marks or initial year providing eighth grade. Recruiting teachers who are well versed in the subject area they teach has become more difficult with the decline of available certified teachers. Out-of-field teachers are being placed in classrooms and require an abundance of instructional support. Teacher retention has also become a crucial role of the administrative team.

Measurable Outcome:

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

Retaining at least 80% of our instructional staff.

Monitoring:

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

During weekly administrative meetings, we will discuss and plan strategies to meet the desired outcome.

Person responsible for monitoring outcome:

Antonio Cejas (acejas@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.)

Open discussions with instructional staff members to provide feedback and support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Staff members need to feel supported, as well as be provided with support. This pertains to instructional and professional practices.

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 2 - Moderate 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.

Consistent administrative meetings including the area of focus as a topic. Meeting with and observing instructional staff to determine areas in need of support.

Person Responsible: Antonio Cejas (acejas@dadeschools.net)

By When: Ongoing.

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)).

NA

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

NA

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

NA

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

NA

Grades 3-5 Measurable Outcomes

NA

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.

Increase coaching cycle to improve Instructional Delivery. Increase in Data chats between Student and Teacher, Teacher and Reading Coach, Reading Coach and Administration. Implement Tier 2 Interventions by Classroom Teacher utilizing i-Ready Teacher Toolbox Curriculum. Implement Tier 3 Interventions utilizing Compass Coach curriculum, with fidelity.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Cejas, Antonio, acejas@dadeschools.net

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?

Learning (VKL) Science. In addition, implements the 3R's Plus Club – Respect, Responsibility, Readiness Ready to Learn, and Integrity plus School Values and the Values Matter MDCPS Curriculum as a guideline to all students for the behaviors expected at school. Students take the 3R's Plus Pledge which is promise that the will always strive toward reaching the positive behavior expectations of our school. The values are presented through our morning announcements and are encouraged to participate in our school-wide activity for each value which is presented on the PBS bulletin board. Throughout the month students receive Tiger Bucks to be used during our monthly Tiger Store and Tiger Social. After continuous teaching of behavioral expectations students are rewarded in order to establish a school environment where appropriate and positive behavior is the norm

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?

The positive behavior matrix 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 and increase the student's adaptive skills and opportunities for an enhanced quality of life. i-Ready Standards Mastery and Teacher toolBox Engages all students of all levels and backgrounds . it also motivates students to persist in skill building and provides scaffolded support that meets the needs of all students creating personal learning pathways for each student.

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
<p>Literacy Coach will be monitoring 5 teachers weekly, after observation by the Principal and Assistant Principal. The Coaching Cycle will be implemented, (Pre-conference, Observe, Debrief, Model, Debrief, Teach, Debrief, Reflect) based on teachers' needs.</p> <p>Literacy Coach will monitor data from assessments and determine which students are in need of additional interventions and/or services.</p> <p>Literacy Coach will provide Professional Development based on observations from Coaching Cycle.</p>	<p>Roque, nancy , 931704@dadeschools.net</p>
<p>Grade level and teacher individual data meetings to monitor student progress and plan intervention strategies. (9 weeks Cycles)</p>	<p>Morera Taylor, Liza, 932229@dadeschools.net</p>

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.

A copy of the SIP will be made available for all stakeholders to review in the school lobby. Another copy will be placed in the ACSMS Parent Resource Center. Once the SIP is reviewed and finalized a current copy will be added on to the school website.

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))

The school will host multiple events and invite all parents to participate. In addition, Academir will host Parental WorkShops. Literacy Night, Test Readiness and Social and Emotional Well-Being

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))

Interventions and remediations will be integrated in the daily schedule. In addition, the school will use Title I funding to hire instructional coaches to improve teacher performance. Tutoring will be made available for all students identified as low performers.

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))

NA

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).

NA

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))

NA

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: -- Select below --:	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
Total:			\$0.00

Budget Approval

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

No