

Miami-Dade County Public Schools

# ACADEMIR CHARTER SCHOOL PREPARATORY



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan was approved by the Dade County School Board on N/A.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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The mission of AcadeMir Charter School Preparatory is to provide students with a well rounded Kindergarten through Eighth grade 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 achievement.

#### Provide the school's vision statement

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The vision for AcadeMir Charter School Preparatory is to provide students with a challenging and rigorous curricula enabling students to be well prepared for higher education and life through adherence to an unwavering mission, shared purpose and clearly articulated goals. Students will experience a cross curricula instructional approach using the Florida standards and benchmarks.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Christopher Plantada

##### Position Title

Principal K-5

##### Job Duties and Responsibilities

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- Oversee day-to-day school operations
- Manage school logistics and budgets
- Set learning goals for students and teachers based on national curricula
- Monitor and report on teacher performance Present data from school performance to board members
- Research new resources and techniques to improve teaching Interview and hire school personnel Review and implement school policies
- Provide guidance and counseling to teachers Handle emergencies and school crises

- Organize school events and assemblies Ensure a safe and clean environment for students (e.g. implementing hygiene rules) Attend conferences to gain knowledge on current educational trends

## Leadership Team Member #2

### Employee's Name

Erica Tabares

### Position Title

Assistant Principal K-5

### Job Duties and Responsibilities

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- Enforcing attendance rules
- Meeting with parents to discuss student behavioral or learning problems
- Responding to disciplinary issues
- Coordinating use of school facilities for day-to-day activities and special events
- Working with teachers to develop curriculum standards Developing and maintaining school safety procedures
- Evaluating teachers and learning materials to determine areas where improvement is needed Coordinating and planning class schedules
- Assessing data such as state standards and test scores

## Leadership Team Member #3

### Employee's Name

Jaclyn Munoz

### Position Title

Curriculum Coach

### Job Duties and Responsibilities

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The Curriculum Coach shall:

- Provides teaching strategies
- Sets educational standards and goals
- Interprets assessment results
- Develops academic programs and monitors student's educational
- Provides coaching sessions .
- Demonstrates lessons with pre- and post-discussion/analysis
- Provide professional development for teachers
- Coordinate planning, designing, and development of course content and assessments
- Develop content and assessments that meet standards

- Review student data and make recommendations
- Research new and innovative curriculum practices
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, as well as demonstrate respect for others
- Integration of Technology across the curriculum
- Facilitate Professional Development
- Curriculum and Instruction
- Use of Technology
- Data Driven Instruction

## **Leadership Team Member #4**

### **Employee's Name**

Chariss Solomon

### **Position Title**

Curriculum Coach

### **Job Duties and Responsibilities**

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The Curriculum Coach shall:

- Provides teaching strategies
- Sets educational standards and goals
- Interprets assessment results
- Develops academic programs and monitors student's educational
- Provides coaching sessions .
- Demonstrates lessons with pre- and post-discussion/analysis
- Provide professional development for teachers
- Coordinate planning, designing, and development of course content and assessments
- Develop content and assessments that meet standards
- Review student data and make recommendations
- Research new and innovative curriculum practices
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, as well as demonstrate respect for others
- Integration of Technology across the curriculum
- Facilitate Professional Development
- Curriculum and Instruction
- Use of Technology
- Data Driven Instruction

## Leadership Team Member #5

### Employee's Name

Samantha Proebsting

### Position Title

SAC member

### Job Duties and Responsibilities

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- To adopt the School Improvement Plan (SIP) with goals and objectives for the improvement of education in the school.
- To recommend to the principal its priorities for spending school moneys.
- Gather and provide information to the principal and DAC on the needs or concerns of the school's community.
- 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.
- 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.
- Perform such other duties and responsibilities as may be required.

## Leadership Team Member #6

### Employee's Name

John Lux

### Position Title

Principal 6-8

### Job Duties and Responsibilities

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- Oversee day-to-day school operations
- Manage school logistics and budgets
- Set learning goals for students and teachers based on national curricula
- Monitor and report on teacher performance Present data from school performance to board members
- Research new resources and techniques to improve teaching Interview and hire school personnel Review and implement school policies
- Provide guidance and counseling to teachers Handle emergencies and school crises
- Organize school events and assemblies Ensure a safe and clean environment for students (e.g. implementing hygiene rules) Attend conferences to gain knowledge on current educational trends



## Leadership Team Member #7

### Employee's Name

Angela Ramirez

### Position Title

Assistant Principal 6-8

### Job Duties and Responsibilities

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- Enforcing attendance rules
- Meeting with parents to discuss student behavioral or learning problems
- Responding to disciplinary issues
- Coordinating use of school facilities for day-to-day activities and special events
- Working with teachers to develop curriculum standards Developing and maintaining school safety procedures
- Evaluating teachers and learning materials to determine areas where improvement is needed  
Coordinating and planning class schedules
- Assessing data such as state standards and test scores

## Leadership Team Member #8

### Employee's Name

### Position Title

### Job Duties and Responsibilities

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No Answer Entered

## Leadership Team Member #9

### Employee's Name

Marlene Lorie

### Position Title

Curriculum Coach 6-8

### Job Duties and Responsibilities

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The Curriculum Coach shall:

- Provides teaching strategies
- Sets educational standards and goals
- Interprets assessment results

- Develops academic programs and monitors student's educational
- Provides coaching sessions .
- Demonstrates lessons with pre- and post-discussion/analysis
- Provide professional development for teachers
- Coordinate planning, designing, and development of course content and assessments
- Develop content and assessments that meet standards
- Review student data and make recommendations
- Research new and innovative curriculum practices
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, as well as demonstrate respect for others
- Integration of Technology across the curriculum
- Facilitate Professional Development
- Curriculum and Instruction
- Use of Technology
- Data Driven Instruction

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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All stakeholders are involved in all school decisions by being invited to all school meetings in a timely manner, held at different times of day to make attendance more feasible for a variety of families. The school has a School Advisory Council which includes the leadership team, teachers and staff, families and community leaders. SAC met and discussed goals prior to official meeting in collaboration with administration.

### 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The School Improvement Plan will be regularly monitored for effective implementation and impact on student achievement through classroom walk-throughs, student progress monitoring, common planning, and feedback from the Student Advisory Council.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION KG-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>98.5%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>82.4%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days	2	18	23	5	9	19	19	12	10	117
One or more suspensions										0
Course failure in English Language Arts (ELA)	2	4	2	6	5	5	5	2	0	31
Course failure in Math	2	1	2	5	12	14	9	0	1	46
Level 1 on statewide ELA assessment	0	0	0	7	9	19	30	13	11	89
Level 1 on statewide Math assessment	0	0	0	1	4	21	27	9	9	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

**Prior Year (2023-24) As Last 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 school days			2	2		3		2	3	12
One or more suspensions							3		1	4
Course failure in ELA		1		8		3			1	13
Course failure in Math		1	2	2		4		3		12
Level 1 on statewide ELA assessment				9		7		9	8	33
Level 1 on statewide Math assessment				9		7		9	8	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				9						33

**Prior Year (2023-24) As Last Reported (pre-populated)**

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		4	3	9		7		9	8	40

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1		2				1		5
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**



## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	74	65	58	67	61	53	62	62	55
ELA Grade 3 Achievement **	79	63	59	71	58	56			
ELA Learning Gains	73	64	59				56		
ELA Learning Gains Lowest 25%	70	58	54				48		
Math Achievement *	76	68	59	71	63	55	67	51	42
Math Learning Gains	64	66	61				65		
Math Learning Gains Lowest 25%	61	63	56				62		
Science Achievement *	66	60	54	75	56	52	67	60	54
Social Studies Achievement *	87	79	72	79	77	68	72	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	80	77	71	88	75	70	81	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	63	64	59	70	62	55	67	75	70

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

**B. ESSA School-Level Data Review (pre-populated)**

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	793
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
72%	74%	65%	58%		60%	69%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

### 2023-24 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%
Students With Disabilities	55%	No		
English Language Learners	67%	No		
Black/African American Students	66%	No		
Hispanic Students	72%	No		
Economically Disadvantaged Students	71%	No		

### 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%
Students With Disabilities	48%	No		
English Language Learners	70%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Black/African American Students	57%	No		
Hispanic Students	74%	No		
Economically Disadvantaged Students	74%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	47%	No		
English Language Learners	58%	No		
Native American Students				
Asian Students				
Black/African American Students	56%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Hispanic Students	64%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	64%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	74%	79%	73%	70%	76%	64%	61%	66%	87%	80%			63%
Students With Disabilities	44%		65%	58%	56%	70%	62%	42%					41%
English Language Learners	69%	73%	70%	65%	74%	66%	57%	58%	76%	63%			63%
Black/African American Students	77%		75%		69%	42%							
Hispanic Students	74%	78%	73%	71%	76%	64%	61%	67%	87%	80%			63%
Economically Disadvantaged Students	73%	76%	73%	69%	75%	64%	59%	65%	86%	80%			63%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%			71%			75%	79%	88%			70%
Students With Disabilities	33%	40%			48%			53%	67%				47%
English Language Learners	62%	70%			68%			59%	75%	86%			67%
Black/African American Students	47%				67%								
Hispanic Students	67%	72%			71%			75%	78%	87%			67%
Economically Disadvantaged Students	67%	71%			71%			74%	81%	89%			68%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	31%		48%	37%	37%	56%	59%	35%	40%				80%
English Language Learners	52%		49%	44%	60%	62%	61%	63%	62%				67%
Native American Students													
Asian Students													
Black/African American Students	47%		62%		47%	67%							
Hispanic Students	61%		56%	47%	67%	66%	61%	67%	71%	81%			67%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	59%		56%	47%	66%	64%	61%	64%	73%	80%			66%



## E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	78%	56%	22%	55%	23%
Ela	4	68%	55%	13%	53%	15%
Ela	5	64%	56%	8%	55%	9%
Ela	6	76%	57%	19%	54%	22%
Ela	7	80%	55%	25%	50%	30%
Ela	8	74%	54%	20%	51%	23%
Math	3	83%	65%	18%	60%	23%
Math	4	63%	62%	1%	58%	5%
Math	5	65%	59%	6%	56%	9%
Math	6	79%	60%	19%	56%	23%
Math	7	76%	49%	27%	47%	29%
Math	8	90%	58%	32%	54%	36%
Science	5	61%	53%	8%	53%	8%
Science	8	49%	42%	7%	45%	4%
Civics		82%	70%	12%	67%	15%
Biology		97%	70%	27%	67%	30%
Algebra		79%	55%	24%	50%	29%
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

Overall ELA Proficiency went from 67% proficient to 74% proficient; where 73% of the students made a learning gain and 70% of our lowest 25% also made a learning gain. In addition, third grade was at 79% proficient.

##### Lowest Performance

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

---

Our lowest component in 2024 was Science. Science proficiency dropped from 75% to 66%.

5th grade- 79% (2023) to 60% (2024)

8th grade- 33% (2023) to 49% (2024)

Biology- 76% (2023) to 97% (2024)

5th grade was trending low all year. Teachers expressed a need for more modeling and coaching. Teachers also expressed students are not coming to 5th grade with a strong science foundation. Administration noted that their was not enough practice in application through hands on labs.

##### Greatest Decline

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

---

5th grade Science showed the greatest decline, dropping from 79% proficient to 60%. Teachers expressed a need for more modeling and coaching. Teachers also expressed students are not coming to 5th grade with a strong science foundation. Administration noted that their was not enough practice in application through hands on labs.

##### Greatest Gap

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.

---

AcadeMir Charter School Preparatory performed above all district and state averages. .

##### EWS Areas of Concern

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

---

Truancy/ Student Attendance

**Highest Priorities**

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

---

1. Science Proficiency
2. Student Attendance

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Science

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to the 2024 FAST PM3 Science data, the drop in 19 percentage points in 5th Grade Science has alerted us to identify science as a school wide Area of Focus for the 24/25 school year. Based on the data, the contributing factors include lack of informational text as a support in the Reading intervention block, low attendance rates at our Science bootcamps and Saturday Academy, and insufficient application of hands on labs to reinforce the lack of foundational content knowledge in science.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our lowest component in 2024 was Science. Science proficiency dropped from 75% to 66%. (5th grade- 79% (2023) to 60% (2024), 8th grade- 33% (2023) to 49% (2024) Biology- 76% (2023) to 97% (2024)). Our goal is to be back at a 75% or higher.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Benchmark and topic assessments will be conducted. Continuous data chats with the teachers will be implemented. Administration will conduct more walkthroughs during science lab time.

#### Person responsible for monitoring outcome

Chariss Solomon (Science Coach) and administration.

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Teachers will use research-based curriculum materials. Informational text with a focus on science is implemented cross-curricular. Students participate in scientific inquiry weekly and have weekly Science Lab with a separate STEM teacher.

**Rationale:**

STEM lab will expose students to the scientific process and scientific inquiry in order to better understand the standards in which they are being assessed.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

The Science teachers will plan collaboratively with the Science Coach and the STEM lab teacher to align lessons (labs), follow district pacing guides, and ensure that instruction is targeting deficiencies identified in data chats.

**Person Monitoring:**

Chariss Solomon

**By When/Frequency:**

Biweekly, year round

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Science Coach will monitor lesson plans, topic assessment data, benchmark exam data, and meet with the science department to make data based decisions.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to the 2024 B.E.S.T. Writing Assessment Data, 58 % of our students scored a 6 or higher. Based on this data, we have identified Writing as an area of focus within our ELA block. Through targeted writing lessons, ELA proficiency scores will also increase.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of targeted writing lessons, 65% of our students will score an 8/12 or higher

on the 2025 B.E.S.T. Writing Assessment.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Teachers in 4th through 8th grades will administer monthly writing prompts to guide instruction. Teachers will conduct data chats with students and the Reading Coach will discuss data with the teacher. 4 of the prompts will be formal assessments (Baseline, Midyear, End of Year, and State Writing Test).

### **Person responsible for monitoring outcome**

Jaclyn Munoz and Marlene Lorie

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Teachers will attend a comprehensive 7-hour writing training session focused on the Florida BEST Writing Expectations, instructional strategies, rubrics, and best practices.

#### **Rationale:**

Teachers will: Understand the Florida BEST Writing Standards and their classroom implications. Master the Florida BEST Writing Rubrics for consistent and accurate student assessment. Explore effective instructional strategies, including mentor texts, writing workshops, and scaffolding techniques. Develop actionable plans to implement these strategies, with a focus on differentiation, feedback, and the integration of technology.

#### **Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

#### **Action Step #1**

Writing PD

#### **Person Monitoring:**

Jaclyn Munoz and Marlene Lorie

#### **By When/Frequency:**

September 21

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will attend a comprehensive 7-hour writing training session focused on the Florida BEST

Writing Expectations, instructional strategies, rubrics, and best practices.

### **Action Step #2**

Monthly Writing Prompts & Data Chats

#### **Person Monitoring:**

Jaclyn Munoz and Marlene Lorie

#### **By When/Frequency:**

Monthly, Year round

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers in 4th through 8th grades will administer monthly writing prompts to guide instruction. Teachers will conduct data chats with students and the Reading Coach will discuss data with the teacher. 4 of the prompts will be formal assessments (Baseline, Midyear, End of Year, and State Writing Test).

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Student Attendance

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

After reviewing the Early Warning System Indicators report, it was identified that 14% of our students are missing school for 10% or more of the school days in a school year. The school will also be targeting excessive tardies and early releases.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our goal is to lower the amount of students with excessive absences (10% or more of the school days) from 14% to 7%.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The school counselor will be contacting parents quarterly once a student reaches 10 absences. Teachers will meet with parents of students who are frequently tardy or picked up early. We will follow the district policies regarding truancy for students with excessive absences. Students with perfect attendance will be rewarded quarterly at our awards ceremonies.

#### **Person responsible for monitoring outcome**

Aurora Sosa (School counselor), Sabrena Payne (Middle School Dean of Discipline)

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The school counselor and the Dean will retrieve attendance reports at Interim Progress Report and Report Card time in order to communicate with parents to be proactive with students accumulating excessive absences.

**Rationale:**

Effective communication and working with the student support team will ensure success with student attendance.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Attendance monitoring

**Person Monitoring:**

Aurora Sosa

**By When/Frequency:**

Monthly/ Year round

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The school counselor will plan, promote, and implement with teachers an incentive program for homeroom attendance. She will communicate with parents in a timely manner for students accumulating excessive absences.



## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 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. This SIP is also used to develop the PFEP after discussion at an EESAC meeting. It is available on the school website: <http://www.academircharterschoolpreparatory.com/acsp-title-1-2/#1724788799201-91421753-f2a0>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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<http://www.academircharterschoolpreparatory.com/acsp-title-1-2/#1724788799201-91421753-f2a0>

#### Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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.

#### How Plan is Developed

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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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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N/A

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

---

ACSP aligns and opts to follow MDCPS mental health plan and has a collaborative relationship with the MDCPS mental health liaisons. ACSP also employs a Dean of Discipline to support our middle school and a full time counselor to assist with mental health initiatives school wide. ACSP is also a PBIS model school and celebrate our Values Matters curriculum through the use of point systems and embedded positive rewards monthly and quarterly.

#### Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

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N/A

#### Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

---

ACSP faculty and staff were trained on the tiered model for mental health. We are aligned to and have opted to follow the MDCPS mental health plan. ACSP believes in progressive discipline and allowing students the opportunity to correct behaviors. Our counselors are trained to help students navigate through various situations. The PBIS model plays an important role in creating a positive learning environment for all students.

#### Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

---

Professional development was offered to all staff members during preservice week. PDs are offered throughout the school year. EESAC members, as well as the leadership team have input as to which

PDs will be offered throughout the school year to enhance student achievement and build professional capacity. Teachers are also encouraged to register for PDs that align to the teacher's individual professional growth goals and DPGT.

**Strategies to Assist Preschool Children**

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

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N/A

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00