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School Board Approval

This plan has not yet been approved by the Dade County School Board.

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: <ol style="list-style-type: none"> 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 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

The mission of AcadeMir Charter School of Math & Science is to provide students with a well-rounded Elementary 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 of Math & Science is to prepare students to reach their maximum potential in all the subjects with a special emphasis on Science, Technology, Engineering, Mathematics (STEM) and Reading using research based, proven exemplary curricula and enrichment programs. Our program allows for scientific exploration and mathematical application along with technology integration through real world connections; by incorporating critical thinking, communication, collaboration, creativity and technological literacy that goes far beyond the basic knowledge to meet the challenges of the 21st century global economy. Our goal is to develop students into critical thinkers and problem solvers by providing them with hands-on learning experiences that will enable all students to achieve academic success and become lifelong learners.

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

Liza Morera-Taylor

Position Title

Principal

Job Duties and Responsibilities

Implement and oversee school safety procedures and processes. Manage school activities and staff, including teachers and support personnel. Establish and oversee class schedules. Develop, implement, and maintain curriculum standards. Counsel and discipline students.

Leadership Team Member #2

Employee's Name

Nancy Roque

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee the curriculum and instructional programs within the school. Work in collaboration with the school principal to ensure the school community is safe. Manage the testing procedures, security, and trainings within the school.

Leadership Team Member #3

Employee's Name

Yesenia Hector

Position Title

Instructional Coach

Job Duties and Responsibilities

Mentor and guide the implementation of curriculum and instructional strategies. Support teachers through the planning and implementation stages of lessons. Collaborate with teachers in the review and analysis of student and class data to drive 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.

Stakeholders are welcomed to join the SIP development process through meetings and surveys. We conduct department and lead teacher meetings on a monthly basis to collect ideas and feedback from our teachers and leadership teams. Through EESAC meetings and Title 1 parent surveys, we gather data related to the input of our parents and school community.

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))

The SIP will be revisited after each progress monitoring assessment for grades k-8th and EOC tested courses. During these checkpoints the leadership team will analyze the data to determine next steps for meeting our school wide academic goals. The leadership team will then meet with each grade level and individual teachers to ensure the data is reviewed effectively and used to create effective instructional modifications.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	88.5%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: B 2020-21: 2019-20:

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			1	2	1	3				7
One or more suspensions		1	3	1	1	1				7
Course failure in English Language Arts (ELA)	0	0	1	21	0	0				22
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment		17	28	28	8	31				112
Level 1 on statewide Math assessment				16	9	11				36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)			1	21						22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	4	15	16	9					49

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		17	28	28	8	31				112

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	0	1	21	0	0				22
Students retained two or more times	0	0	0	0	0	0				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		3	2	7	6	6				24
One or more suspensions										0
Course failure in ELA			1	3	5					9
Course failure in Math			1	2						3
Level 1 on statewide ELA assessment		75	73	61	28	47				284
Level 1 on statewide Math assessment		74	73	43	11	28				229
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				3						3

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		75	73	61	28	47				284

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				3						3
Students retained two or more times				1						1

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 *	41	63	57	44	60	53	43	62	56
ELA Grade 3 Achievement **	37	63	58	67	60	53			
ELA Learning Gains	50	64	60				57		
ELA Learning Gains Lowest 25%	57	62	57				47		
Math Achievement *	47	69	62	51	66	59	64	58	50
Math Learning Gains	47	65	62				79		
Math Learning Gains Lowest 25%	50	58	52				69		
Science Achievement *	13	61	57	52	58	54	50	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	41	64	61	49	63	59	55		

*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)	ATSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	415
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
46%	54%	58%	51%			

* 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	43%	No		
English Language Learners	41%	No		
Black/African American Students	30%	Yes	1	1
Hispanic Students	46%	No		
Economically Disadvantaged Students	45%	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	40%	Yes	1	
English Language Learners	49%	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%
Hispanic Students	54%	No		
Economically Disadvantaged Students	54%	No		

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%
Students With Disabilities	43%	No		
English Language Learners	52%	No		
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	56%	No		

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%
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	58%	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	41%	37%	50%	57%	47%	47%	50%	13%					41%
Students With Disabilities	29%		39%		38%	39%							69%
English Language Learners	38%	41%	44%	50%	43%	37%	38%	8%					73%
Black/African American Students	30%				30%								
Hispanic Students	43%	39%	53%	58%	48%	46%	48%	10%					73%
Economically Disadvantaged Students	40%	36%	53%	59%	45%	42%	46%	10%					73%

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	44%	67%			51%			52%					49%
Students With Disabilities	29%				48%								42%
English Language Learners	34%	63%			46%			42%					58%
Hispanic Students	44%	70%			49%			49%					58%
Economically Disadvantaged Students	43%	71%			51%			47%					57%

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	43%		57%	47%	64%	79%	69%	50%					55%
Students With Disabilities	11%		42%		28%	75%							60%
English Language Learners	32%		54%	50%	54%	75%	64%	33%					55%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	41%		56%	43%	61%	79%	67%	48%					54%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	42%		58%	50%	63%	79%	67%	50%					53%

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	34%	56%	-22%	55%	-21%
Ela	4	63%	55%	8%	53%	10%
Ela	5	12%	56%	-44%	55%	-43%
Math	3	54%	65%	-11%	60%	-6%
Math	4	68%	62%	6%	58%	10%
Math	5	12%	59%	-47%	56%	-44%
Science	5	12%	53%	-41%	53%	-41%

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?

Fourth grade ELA showed the most improvement. They went from a 29% in PM1 to a 63% in PM3. The new actions taken at our school was moving a seasoned, certified teacher to the grade level who tutored after school twice a week and Saturdays. The grade level followed a wheel model with three sections of students rotating between three teachers. The ELA teacher impacted all students in the grade level. Our bottom 25% populations continue to show growth and improvement.

Lowest Performance

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

ELA Achievement for Grades 3 and 5 are the lowest achieving grades with a 43% in proficiency, overall. 3rd grade had a 53% proficiency rate, and 5th grade had a 13% proficiency rate. The contributing factors to last year's low performance was teachers from who were out of field and inexperienced.

Greatest Decline

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

Fifth grade showed the greatest decline going from 22% in 2022-23 to 13% in 2023-24 in ELA and from a 26% to a 13% proficiency in Mathematics. The contributing factors were again, teachers from out of field and inexperienced teachers.

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.

Fifth grade has the greatest gap when compared to the state . The contributing factors were a combination of low performing students (22% proficiency in 2022-23 as fourth graders) and teachers that were out of field.

EWS Areas of Concern

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

Two potential areas of concern are 3rd grade, with 21 students retained and 5th grade with 31 students who scored a level one.

Highest Priorities

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

1. Raise the achievement levels of our retained 3rd Graders.
2. Increase our school's proficiency in all tested subjects.
3. Provide more training and support for new and out of field teachers.
4. Implement a school wide STEM initiative through PLTW and Everglades Foundation.

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 ELA required by RAISE (specific questions)

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.

Our area of focus is to increase student achievement by increasing teacher instructional knowledge and practices. With many teachers out of field, we need to provide support through teacher mentorships and professional development. Our teachers need to become comfortable with their data and learned to use it to drive instructional practices within the classroom.

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

Instructional practices in grades K-2 have to focus on the foundations of learning in both math and reading. There is a large population of our students who are non-readers, even non-ESOL student are struggling to grasp the foundations. It has been identified that teachers in these grade levels (who are out of field) need the addition support to go implement supplemental resources to close the foundational gaps.

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

With our K-2nd grade students having a history of low academic success in reading and math, the teachers in 3-5th grade find themselves implementing tiered support to a large population of their students. These teachers also need support in determining the best instructional practices to implement in their classroom to yield student success.

Grades K-2: Measurable Outcome(s)

Through the implementation of progress monitoring assessments (PM & iReady) we will identify our students current proficiency standings in reading and math during the Fall assessment window. The data collected will be analyzed by our instructional team and we will determine our measurable outcomes in both reading and math. based on last year's data, we would want to achieve a 60% proficiency in grades K-2 in reading and math by PM3.

Grades 3-5: Measurable Outcome(s)

Through the implementation of progress monitoring assessments (PM & iReady) we will identify our students current proficiency standings in reading and math during the Fall assessment window. The data collected will be analyzed by our instructional team and we will determine our measurable outcomes in both reading and math. based on last year's data, we would want to achieve a 60% proficiency in grades 3-5 in reading and math by PM3.

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.

Instructional practice for students achievement will be monitored throughout the year through administrative walkthroughs and feedback. Teachers will also receive instructional support and feedback by our instructional coach.

Person responsible for monitoring outcome

Liza Morera-Taylor

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:

K-5: Using a multi-tiered system of supports provides early intervention and prevention services to at-risk students or those already experiencing academic difficulties. Tier 2 Interventions will be provided by the classroom teacher using Wonders Tier 2 Interventions and Reteach Curriculum, 5 times a week for 30 minutes.

Rationale:

Teachers will identify tier 2 students based on PM1 data and provide interventions to meet the individual needs of the struggling students.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Interventionist will provide Tier 3 Interventions for retained students and students not improving in Tier 2, 2x weekly for 30 minutes.

Rationale:

Previously retained students are automatically placed in Tier 3 Interventions. Tier 2 students are evaluated after 4-6 weeks in Interventions and if they are not improving, a request is made to move to Tier 3.

Tier of Evidence-based Intervention:

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 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

Tier 2 Interventions

Person Monitoring:

Classroom Teacher

By When/Frequency:

5x weekly

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

Teacher will monitor students in Tier 2 by using form #6493 for 4-6 weeks. If no improvement a recommendation is made to move to Tier 3 Interventions.

Action Step #2

Tier 3 Interventions

Person Monitoring:

Interventionist

By When/Frequency:

2x weekly

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

Interventionist will monitor students for 4-6 weeks and if no improvement an RFA is enacted and referred to the SPED Department.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Through the implementation of our 3-Rs Program (Respect, Responsibility, & Ready to Learn) our K-5th grade students will experience a token economy through acts of kindness, positive classroom behavior, and academic achievements. Through this program we provide our students with a supportive environment that provides a purpose for learning. When students feel supported, it increases their desire to learn for themselves and for others. The program was not implemented with fidelity last year, and there was a difference in student behavior and motivation.

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.

Through the PBIS program, we hope to increase student motivation and learning. We will determine the effectiveness throughout the year by monitoring assessment data. Through the implementation of progress monitoring assessments (PM & iReady) we will identify our students current proficiency standings in reading and math during the Fall assessment window. The data collected will be analyzed by our instructional team and we will determine our measurable outcomes in both reading and math. based on last year's data, we would want to achieve a 60% proficiency in grades K-5 in reading and math by PM3.

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 program will be monitored monthly. We will monitor the amount of students making the 3Rs goals on a monthly basis. Students who achieve the 3Rs goal for five months or more will join the 3Rs Club and participate in a special event at the end of the year.

Person responsible for monitoring outcome

Odelkys Morales

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Assessment administration, data monitoring, student effective feedback.

Person Monitoring:

Yesenia Hector

By When/Frequency:

Monthly

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

Mrs. Hector will monitor the intervention teacher and provide instructional support.

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.

The SIP will be reviewed with faculty through a meeting. Teachers will use the plan to motivate students and guide instruction. The plan will be shared with parents during the first EESAC meeting of the school year.

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))

In addition to EESAC meetings, we plan to hold evening family events throughout the year. At these events, parents will participate in educational activities with their child/children and be connected with vendors within the community.

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)

In addition to implementing curriculum aligned with Miami-Dade County Public Schools, we invest in supplemental programs to support instruction and students learning. We plan to strengthen the academic programs by bringing in Project Lead the Way STEM activities and partnering with the Everglades Foundation.

How Plan is Developed

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))

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))

In addition to offering students an array of academic programs to meet their learning needs. We also offer student support services through our ESE, ESOL, and mental health assistance programs. We have a team of ESE collaborators, and ESE coordinator, an ESOL coordinator, and a school counselor.

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))

This year, through Project Lead the Way, our students will be exposed to project based learning activities and projects that will improve their problem solving skills. This program allows students to collaborate, use technology, and implement the engineering design process. These skills will help develop our students as twenty-first century learners.

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)).

While we implement a positive support system, we also have a process for behaviors needing improvement. Students understand that their are levels to this process from verbal communication, parent communication/behavioral notification, and depending on the behavior it can lead to a detention. We have our CORE-4 Threat Assessment Team, who is known by all staff members. We have trained teachers on the behaviors that warrant the involvement of the Chair.

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)).

We provide school-based data driven professional development opportunities to all of our instructional staff. This year, during the opening of school meetings and PDs, we analyzed last years data and provided support to improve instruction. Professional development will be ongoing throughout the year, and will be determined based on student data and teacher surveys.

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))

We visit our local preschools to meet the families and establish a partnership within our communities. These relationships allows us to have effective conversation with preschool leaders regarding the foundations students need for academic success when they reach elementary school.

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.

As a charter school, our board and school leaders meet annually to determine effective instructional support and resources. Once reviewed and approved, the programs are implemented.

Specifics to Address the Need

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

iReady: used as a supplement for assessment and instructional support to improve Mathematics and ELA learning gains and outcomes.

IXL: used as a supplement for assessment and instructional support to improve 5th grade science gains and outcomes.

JJ Bootcamp: used as a supplement for assessment and instructional support to improve 5th grade science gains and outcomes.

Coach Digital: used as a supplement for tutoring and instructional support to improve Mathematics and ELA learning gains and outcomes.

We plan to use these additional programs as additional support to teach the assessed standards and areas in need of additional support for our students.

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