

Miami-Dade County Public Schools

ACADEMIR MIDDLE SCHOOL OF MATH AND SCIENCE



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of AcadeMir Middle School of Math and Science is to provide students with a wellrounded middle 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. In addition, AcadeMir Middle School of Math and Science is committed to student's college and career readiness.

Provide the school's vision statement

The vision for AcadeMir Middle School of Math and Science is to provide students with a challenging and rigorous curriculum 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 in math, science and reading. 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 21-century global economy. Our goal is to instill in students critical thinking skills, a global perspective, and empower them to meet current and future challenges to develop social awareness, civic responsibility, entrepreneurship, and personal growth.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

932229@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

- Oversee school safety and security.
- Administrative leader
- Instructional leader
- Community engagement and student affairs
- Data driven strategic planning

Leadership Team Member #2**Employee's Name**

Yesenia Hector

953840@dadeschools.net

Position Title

Math & Science Instructional Coach

Job Duties and Responsibilities

1. Model effective data-driven instruction.
2. Co-plan lessons with teachers.
3. Assist teachers in differentiating reading instruction.
4. Provide on-going training and workshops.
5. Analyze data and utilize it to move instruction.
6. Help create intervention plans.
7. Mentor, support, and guide teachers using coaching cycles.
8. Develop a school literacy plan and assist in implementing it.

Leadership Team Member #3**Employee's Name**

Veronica Regueiro

951438@dadeschools.net

Position Title

Reading Coach

Job Duties and Responsibilities

1. Model effective data-driven instruction.
2. Co-plan lessons with teachers.
3. Assist teachers in differentiating reading instruction.

4. Provide on-going training and workshops.
5. Analyze data and utilize it to move instruction.
6. Help create intervention plans.
7. Mentor, support, and guide teachers using coaching cycles.
8. Develop a school literacy plan and assist in implementing it.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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, parent academies, and Title 1 parent surveys, we gather data related to the input of our parents and school community.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be revisited after each progress monitoring assessment for grades 6-8th 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	90.4%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							78	50	57	185
Absent 10% or more school days							3	1	0	4
One or more suspensions							1	9	9	19
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	2	1	3
Level 1 on statewide ELA assessment							31	14	13	58
Level 1 on statewide Math assessment							11	10	9	30
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			0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0			0

Current Year 2025-26

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							31	2	1	34

Current Year 2025-26

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							1			1
Students retained two or more times										0

Prior Year (2024-25) 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										0
One or more suspensions							9	7	2	18
Course failure in English Language Arts (ELA)										0
Course failure in Math							2	1		3
Level 1 on statewide ELA assessment							14	13	6	33
Level 1 on statewide Math assessment							10	9	3	22
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

Prior Year (2024-25) 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							2	1		3

Prior Year (2024-25) 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										0
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	64	58	54	61	53	52	56	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	59	63	59	67	60	56			
ELA Lowest 25th Percentile	50	55	52	61	51	50			
Math Achievement*	59	67	63	58	64	60	58	60	56
Math Learning Gains	64	64	62	57	63	62			
Math Lowest 25th Percentile	76	60	57	63	62	60			
Science Achievement	29	59	54	26	56	51			
Social Studies Achievement*	75	77	73	65	75	70	75	72	68
Graduation Rate									
Middle School Acceleration	61	78	77	61	73	74	74		
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	70	62	53	46	58	49	47	50	40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	596
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	56%	62%				

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	54%	No		
English Language Learners	56%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	60%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	53%		59%	50%	59%	64%	76%	29%	75%	61%			70%
Students With Disabilities	38%		58%		54%	67%							
English Language Learners	43%		63%	55%	52%	71%	77%	7%	64%				70%
Hispanic Students	52%		59%	50%	59%	63%	76%	29%	74%	59%			72%
Economically Disadvantaged Students	51%		58%	52%	58%	63%	76%	32%	73%	65%			74%

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	54%		67%	61%	58%	57%	63%	26%	65%	61%			46%
Students With Disabilities	26%		68%		37%	37%							
English Language Learners	48%		69%	63%	52%	60%	62%		42%				46%
Hispanic Students	54%		68%	61%	57%	55%	60%	27%	63%	61%			46%
Economically Disadvantaged Students	52%		68%	57%	57%	56%	63%	26%	66%	57%			44%

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	52%				58%				75%				47%
Students With Disabilities	42%				42%								
English Language Learners	37%				56%								
Hispanic Students	51%				60%				72%				
Economically Disadvantaged Students	57%				69%				73%				

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	46%	62%	-16%	60%	-14%
ELA	7	61%	62%	-1%	57%	4%
ELA	8	37%	60%	-23%	55%	-18%
Math	6	56%	64%	-8%	60%	-4%
Math	7	52%	54%	-2%	50%	2%
Math	8	63%	60%	3%	57%	6%
Science	8	4%	46%	-42%	49%	-45%
Civics		73%	74%	-1%	71%	2%
Biology		75%	74%	1%	71%	4%
Algebra		65%	59%	6%	54%	11%

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?

The data components that showed the most improvement were Math learning gains, Math achievement for the lowest 25% of students, and Social Studies Civics achievement. This growth was supported by free tutoring for all tested areas, ELL tutoring, differentiated instruction in classrooms, targeted math interventions, and a tiered system to address individual student needs.

Lowest Performance

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

The lowest-performing data components were overall ELA. Which included proficiency, learning gains, the achievement for the lowest 25% of students. Also, 8th grade Science achievement demonstrated low-performance data. Contributing factors included inconsistent use of supplemental resources, low student motivation and engagement, and gaps in foundational skills that impacted comprehension. Additionally, the 8th grade cohort has demonstrated consistently low performance over consecutive years, indicating a continuing trend that required targeted intervention and low-performing data.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was ELA for the lowest 25% of students, which decreased by 11%. Contributing factors included inconsistent use of supplemental resources and low student engagement, both of which limited these students' ability to make adequate learning gains.

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.

The data component with the greatest gap compared to the state average was ELA achievement, which showed a 5% difference. Contributing factors included inconsistent use of supplemental

resources and low student engagement, both of which limited students' learning gains. A trend observed is a continued lack of foundational skills, and the 8th grade cohort has consistently shown low overall performance over multiple years.

EWS Areas of Concern

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

One potential area of concern from the EWS data is the high number of students scoring at Level 1 on the statewide ELA assessment.

Highest Priorities

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

1. ELA proficiency
2. ELA learning gains
3. ELA lowest 25% achievement
4. Science proficiency

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 Student Engagement

Area of Focus Description and Rationale

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.

Student engagement is tied to student achievement and academic success. Our students will benefit from our teachers developing their knowledge in regards to implementing student centered, relevant, and interactive lessons and/or projects. When students are engaged, learning can take place.

Measurable Outcome

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.

- Increase our overall proficiency to a 64%.
- Increase FAST reading proficiency to a 65% by developing reading comprehension.
- Achieve a science proficiency of 60%.
- Increase the average math proficiency to 65%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The school's instructional coach will schedule meeting to collaboratively plan with core content teachers to ensure lessons are engaging and data driven to yield the best outcomes.

Person responsible for monitoring outcome

Yesenia Hector and Veronica Regueiro

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The evidence based practices being used to increase student engagement are research based instructional practices and techniques to implement within the classroom.

Rationale:

The rationale for implementing research based instructional practices is to implement effective practices that will increase student engagement through well planned and intentional lessons. Teachers will benefit from collaborating with their instructional coach to build an understanding of student engagement and the impact on student achievement.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

The teachers will meet with the instructional coach to understand the need, collaborate, and plan for effective instruction to increase student engagement.

Person Monitoring:

Yesenia Hector and Veronica Regueiro

By When/Frequency:

Bi-Weekly

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

The first step is to collect students data on baseline assessments. The next step would be to schedule the initial meeting between the instructional coach and the teachers. Following the initial meeting, the instructional coach will perform bi-weekly check-ins and planning sessions. Check-ins will also be scheduled following progress monitoring data checkpoints throughout the year.

IV. Positive Learning 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 6-8th 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 is intended to increase

student accountability in regards to behavior and academics.

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, IXL, & 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 all tested areas. Based on last year's data, we would want to achieve a 65-68% proficiency in grades 6-8 in reading and math by PM3, along with EOC assessments.

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

Jennifer Reyes

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The AcadeMir 3Rs program stands for Respect, Responsibility, & Ready to Learn. When students demonstrate the 3Rs they are rewarded and incentivized. Demonstrations can be made through behavioral and academic achievements.

Rationale:

The rationale behind the 3Rs program is to develop within our students a love of learning, respect for oneself & others, and academic perseverance.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Assessment administration, data monitoring, student effective feedback.

Person Monitoring:

Yesenia Hector and Veronica Regueiro

By When/Frequency:

Monthly

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

Mrs. Hector and Ms. Regueiro will monitor the intensive reading and mathematics' 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

We will disseminate the SIP via EESAC meetings to all stakeholders. We will also discuss the SIP with faculty and staff during monthly faculty meetings. The school's webpage is acsmas.com

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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 by having regular Parent Informational Nights, Parent/Teacher Conferences, extracurricular activities after school for families, and Class Dojo is utilized to inform parents of their students's progress throughout the day.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen the academic program and enhance learning at the school, the following strategic plans

will be implemented: Review and align the curriculum with state standards and best practices to ensure relevance and rigor. Provide ongoing training for teachers focused on differentiated instruction and innovative teaching strategies to meet diverse student needs. Utilize assessment data to inform instruction, identify learning gaps, and tailor interventions effectively. Implement after-school tutoring programs that provide additional instructional time and targeted support for struggling students.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The school's plan is closely aligned to the MDCPS district programs offered for Title 1 recipients. The school complies with district program practices and deadlines to ensure our parents receive updated information on the benefits that they have access to. Our teachers have been trained to identify students and/or families in need of additional support within the community and school.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school provides a full-time counselor for academic and social emotional assistance. In addition to our counselor, mental health services are provided and monitored through our collaboration with the district's designated mental health counselor who is at the school site two days a week. When necessary, students and families are referred to outside services to assist with their needs.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Our students receive assemblies and individual counseling meetings related to high school readiness and career planning. Students are provided an assessment that analyzes their personality and interests based on their responses to identify possible career paths. Students are made aware of high school magnet programs available through the district school and academies that may be available by local charter schools.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

While the school implements a positive behavior system, inappropriate behaviors are approached with a discipline process that is school wide. Behavior expectations have been presented to students at the beginning of the school year, and are consistently reviewed by teachers to ensure students are aware of unwelcomed behaviors and the consequences that may follow.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers will be provided multiple avenues of professional development. Teachers will participate in data literacy trainings, collaborative learning communities, differentiated instruction workshops, coaching and mentoring programs, technology integration training, and subject-specific professional development. Teacher retention is essential for establishing meaningful connections between staff and students, as well as establishing familiarity and norms. To increase teacher retention, the administrative team will use incentives and support for high-need subjects, promote career advancement opportunities, implement positive school culture initiatives, create flexible work arrangements, and obtain recruitment partnerships with local colleges and universities.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

The administrative team establishes and maintains relationships with local pre-schools to support instructional decision making. The school provides opportunities for families to gain knowledge of the programs and options available for their child as they transition from pre-school to kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00