

Miami-Dade County Public Schools

ACADEMIR MIDDLE SCHOOL OF MATH AND SCIENCE



2026-27 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 is to provide students with a well-rounded 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.

Provide the school's vision statement

The vision is to provide students with a challenging and rigorous curricula enabling students to be well prepared for high school 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/NGSSS and benchmarks.

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
- School budget analysis

Leadership Team Member #2

Employee's Name

Marcey Gist

802053@dadeschools.net

Position Title

Instructional Reading Coach

Job Duties and Responsibilities

Support teachers with standards-aligned ELA planning and instruction.

Model effective reading strategies and differentiated instruction.

Analyze FAST, i-Ready, classroom assessment, and progress-monitoring data.

Help teachers create flexible instructional groups based on student needs.

Coordinate and monitor Tier 2 and Tier 3 reading interventions through the MTSS process.

Facilitate grade-level data meetings and professional learning.

Conduct coaching cycles, observations, and provide instructional feedback.

Monitor intervention implementation, documentation, and student progress.

Support after-school tutoring and targeted reading programs.

Collaborate with teachers, ESE staff, interventionists, administrators, and families.

Track progress toward schoolwide ELA proficiency and learning-gains goals.

Assist with selecting instructional resources and evidence-based reading practices.

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 School Improvement Plan (SIP) will be reviewed following each progress monitoring assessment for grades 6-8 and all EOC-tested courses. During these review periods, the leadership team will analyze student performance data to identify necessary actions and ensure progress toward schoolwide academic goals. The team will then collaborate with each grade level and individual teachers to support effective data analysis and implement instructional adjustments that address student needs.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	82.9%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22:

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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							76	50	57	183
Absent 10% or more school days										0
One or more suspensions								2		2
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment							14	12	7	33
Level 1 on statewide Math assessment							8	5	0	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							13	12		25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							14	5		19

Current Year 2026-27

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							4	4		8

Current Year 2026-27

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								2		2
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment							78	50	57	185
Absent 10% or more school days							3	1		4
One or more suspensions							1	9	9	19
Course failure in English Language Arts (ELA)										0
Course failure in Math								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
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 (2025-26) 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							31	2	1	34

Prior Year (2025-26) 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
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	62	67	62	53	64	58	54	61	53
Grade 3 ELA Achievement	19			27					
ELA Learning Gains	68	64	61	59	63	59	67	60	56
ELA Lowest 25th Percentile	58	56	53	50	55	52	61	51	50
Math Achievement*	75	70	65	59	67	63	58	64	60
Math Learning Gains	73	64	62	64	64	62	57	63	62
Math Lowest 25th Percentile	68	60	57	76	60	57	63	62	60
Science Achievement	61	61	57	29	59	54	26	56	51
Social Studies Achievement*	60	79	77	75	77	73	65	75	70
Graduation Rate									
Middle School Acceleration	75	78	82	61	78	77	61	73	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				62	53			58	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	600
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
67%	60%	56%	62%			

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	59%	No		
English Language Learners	60%	No		
Hispanic Students	67%	No		
Economically Disadvantaged Students	65%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	62%		68%	58%	75%	73%	68%	61%	60%	75%			
Students With Disabilities	50%		70%		55%	60%							
English Language Learners	46%		63%	56%	73%	76%	77%	46%	46%	61%			
Hispanic Students	61%		69%	58%	76%	75%	73%	58%	60%	73%			
Economically Disadvantaged Students	56%		64%	57%	74%	73%	71%	56%	57%	73%			

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%

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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%

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	63%	67%	-4%	62%	1%
ELA	7	53%	67%	-14%	62%	-9%
ELA	8	68%	65%	3%	60%	8%
Math	6	77%	67%	10%	60%	17%
Math	7	64%	58%	6%	53%	11%
Math	8	64%	65%	-1%	61%	3%
Science	8	35%	49%	-14%	52%	-17%
Civics	7	59%	79%	-20%	77%	-18%
Biology	8	100%	93%	7%	91%	9%
Algebra	8	89%	85%	4%	84%	5%
Geometry	8	100%	93%	7%	95%	5%
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 component showing the most improvement was Science Achievement, which increased from 29% in 2025 to 61% in 2026, a 32-percentage-point gain. AMSMS strengthened science instruction through increased data analysis, targeted small-group instruction and remediation, frequent progress monitoring, and greater emphasis on standards-based instruction and exposure to rigorous, state-assessment-aligned tasks. These strategies allowed teachers to identify learning gaps and adjust instruction to better meet 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 data component showing the lowest performance in 2025 was ELA Lowest 25th Percentile, at 50%. Contributing factors may have included gaps in foundational reading skills, difficulty with grade-level comprehension and vocabulary, and the need for more targeted intervention for struggling students. However, the data demonstrates a positive trend, with performance increasing by 8 percentage points to 58% in 2026, surpassing both the district and state averages. Continued small-group instruction, targeted interventions, and frequent progress monitoring will be important to sustain this growth.

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 showing the greatest decline was Social Studies Achievement, which decreased from 75% in 2025 to 60% in 2026, a decline of 15 percentage points. Contributing factors may include gaps in mastery of tested standards, insufficient opportunities to spiral previously taught content, and the need for increased exposure to rigorous, standards-aligned tasks. Moving forward, AMSMS will strengthen progress monitoring, data-driven instruction, targeted remediation, and ongoing review of priority standards to address this decline.

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 Social Studies Achievement, with AMSMS achieving 60% compared to the state average of 77%, a 17-percentage-point gap. This area also declined from 75% in 2025 to 60% in 2026, reversing the previous upward trend from 65% in 2024 to 75% in 2025. Contributing factors may include gaps in mastery and retention of tested standards, insufficient spiraling of previously taught content, and the need for increased exposure to rigorous, standards-aligned tasks. AMSMS will focus on targeted remediation, progress monitoring, and data-driven instructional planning to address these gaps.

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. Improve Social Studies Achievement – Address the decline in proficiency and close the achievement gap between AMSMS and the state average through targeted, standards-based instruction and progress monitoring.
2. Increase ELA Achievement for the Lowest 25th Percentile – Continue targeted interventions, differentiated small-group instruction, and frequent progress monitoring to accelerate learning for struggling readers.
3. Increase Mathematics Achievement for the Lowest 25th Percentile – Strengthen targeted mathematics interventions and provide additional opportunities for students to master grade-level standards.
4. Sustain and Build Upon Science Achievement – Maintain the significant gains in science through rigorous standards-based instruction, data analysis, remediation, and continued progress monitoring.
5. Increase Learning Time and Targeted Academic Support – Provide additional intervention and free after-school tutoring in identified areas of need to increase student proficiency and close achievement gaps.

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, Social Studies

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.

ELA Lowest 25%: Grades 6–8

Description: The Area of Focus is improving ELA learning gains among students in the Lowest 25% across grades 6–8. Teachers will use standards-aligned instruction, meaningful differentiated instruction, flexible grouping, targeted intervention, and ongoing progress monitoring to address identified reading gaps. Strengthening these practices will improve students' comprehension, vocabulary, fluency, written responses, and ability to access grade-level content.

Rationale: Prior-year data showed that 58% of students in the ELA Lowest 25% demonstrated learning gains. Due to changes in the student cohort and the academic needs of the current Lowest 25% group, the school established a goal of at least 55%. This area was identified as a crucial need because students in the Lowest 25% require targeted support to close persistent reading gaps, demonstrate annual growth, and prevent further academic decline.

Civics: Grade 7

Description: The Area of Focus is improving Grade 7 Civics proficiency through standards-aligned instruction, data-driven differentiated instruction, vocabulary development, analysis of primary and secondary sources, and practice with Civics End-of-Course assessment items. These practices will strengthen students' understanding of government, citizenship, constitutional principles, and civic responsibilities.

Rationale: Prior-year data showed that 60% of Grade 7 students demonstrated proficiency on the Civics End-of-Course assessment. The school's goal is to increase Civics proficiency to at least 72%. This 12-percentage-point gap identified Civics as a crucial area of need and demonstrates the necessity for targeted instruction, frequent progress monitoring, and additional support for students who have not yet mastered the assessed benchmarks.

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.

ELA Lowest 25%: Grades 6–8

Prior-year data showed that 58% of students in the ELA Lowest 25% demonstrated learning gains. By the end of the 2026–2027 school year, at least 55% of students in the current Lowest 25% cohort will demonstrate an ELA learning gain as measured by the statewide assessment.

Civics: Grade 7

Prior-year data showed that 60% of Grade 7 students achieved proficiency on the Civics End-of-Course assessment. By the end of the 2026–2027 school year, at least 72% of Grade 7 students will achieve proficiency on the Civics End-of-Course assessment, representing a 12-percentage-point increase.

Monitoring

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

ELA Lowest 25%: Grades 6–8

- Teachers will provide daily data-driven differentiated instruction and targeted small-group support for students in the ELA Lowest 25%.
- FAST, i-Ready, biweekly assessment, classroom performance, and progress-monitoring data will be reviewed monthly by teachers, the reading coach, and administrators.
- Classroom walkthroughs, lesson-plan reviews, and student work will be used to monitor implementation.
- Data will be used to regroup students and adjust or intensify instruction and intervention.
- Results from each FAST assessment window will measure progress toward at least 55% of the ELA Lowest 25% demonstrating learning gains.

Civics: Grade 7

- The Civics teacher will provide standards-aligned instruction and regularly assess student mastery of Civics benchmarks.
- Biweekly assessments, topic assessments, district assessments, classroom performance, and Civics EOC practice data will be reviewed monthly by the teacher and administrators.
- Classroom walkthroughs, lesson-plan reviews, and student work will be used to monitor instructional implementation.
- Students who have not mastered assessed benchmarks will receive targeted reteaching and small-group support.
- Assessment results will be reviewed after each testing cycle to measure progress toward 72% proficiency on the Civics EOC.

Person responsible for monitoring outcome

Mr. Conde, Ms. Gist, Ms. Hector and Ms. Taylor

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:

ELA Lowest 25%: Grades 6–8 Description: Teachers will implement explicit, standards-aligned ELA instruction using modeling, guided practice, meaningful daily differentiated instruction, flexible grouping, targeted small-group intervention, and immediate corrective feedback. i-Ready and READ 180 will provide individualized practice and intervention based on identified reading gaps. Implementation and impact will be monitored through classroom walkthroughs, lesson plans, student work, program reports, biweekly assessments, progress-monitoring data, and FAST results. Data will be reviewed monthly to regroup students and adjust or intensify instruction and intervention.

Rationale:

These interventions were selected because prior-year data showed that 58% of students in the ELA Lowest 25% demonstrated learning gains. The current cohort requires continued targeted support to achieve the goal of at least 55% learning gains. Explicit instruction, differentiated small groups, and individualized intervention will address reading gaps and provide students with additional opportunities to master grade-level standards.

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

Implement Daily Data-Driven Instruction

Person Monitoring:

Ms. Gist, Classroom Teacher, Administrators,
MTSS coordinator

By When/Frequency:

ongoing

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

ELA and Civics teachers will implement daily standards-aligned, data-driven instruction using explicit modeling, guided practice, differentiated small groups, targeted intervention, and corrective feedback. Students in the ELA Lowest 25% will receive targeted reading support, while Civics students who have not mastered benchmarks will receive reteaching and EOC-aligned practice. The school will monitor implementation through classroom walkthroughs, lesson-plan reviews, intervention logs, student work, and program reports. FAST, i-Ready, biweekly ELA assessments, Civics topic assessments, district assessments, and EOC practice data will be reviewed monthly to adjust instruction and measure progress toward 55% ELA learning gains for the Lowest 25% and 72% Civics proficiency.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

Instructional practices in Grades 6-8 will focus on maintaining and strengthening the school's current mathematics proficiency rate of 70% while ensuring all students continue to make academic growth. Teachers will implement rigorous, standards-aligned instruction that promotes mathematical reasoning, problem-solving, and real-world application of mathematical concepts.

Instruction will include the consistent use of collaborative learning structures, mathematical discourse, data-driven small-group instruction, and targeted intervention for students performing below proficiency. Teachers will utilize FAST, i-Ready, and classroom assessment data to identify student strengths and areas for improvement, allowing for differentiated instruction that supports both proficiency maintenance and continued growth.

To sustain current achievement levels, teachers will engage in collaborative planning, instructional coaching, and professional learning focused on effective mathematics instructional practices, student engagement, and maximizing student achievement across all performance levels.

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.

Through the implementation of FAST Progress Monitoring assessments, i-Ready Mathematics diagnostics, and ongoing classroom assessments, Grades 6-8 students will maintain an overall mathematics proficiency rate of **70% or higher by FAST PM3**.

Additionally:

- At least 70% of students will score at or above proficiency on FAST PM3 Mathematics.
- Students not currently proficient will demonstrate measurable growth toward grade-level standards.
- All student subgroups will maintain or increase proficiency levels compared to the previous school year.

Monitoring

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

Instructional practices and student achievement outcomes will be monitored through monthly reviews of FAST Mathematics data, i-Ready diagnostics, common assessments, and classroom performance data. Data chats will be conducted with teachers to analyze student progress and

identify instructional adjustments needed to maintain proficiency levels.

Administrative walkthroughs, lesson plan reviews, and instructional coaching cycles will be used to monitor the implementation of standards-aligned instruction, differentiated practices, and student engagement strategies. Ongoing monitoring will ensure that instructional practices remain focused on sustaining high levels of achievement while providing interventions for students at risk of falling below proficiency.

Person responsible for monitoring outcome

Liza Morera Taylor/ Yesenia Hector

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:

Implementation of standards-based mathematics instruction supported by collaborative planning, data analysis protocols, targeted intervention groups, and i-Ready Personalized Instruction to maintain proficiency and promote continuous student growth.

Rationale:

Current mathematics proficiency is approximately 70%, indicating that effective instructional systems are in place. Maintaining this level of achievement requires consistent implementation of high-quality Tier 1 instruction, ongoing data analysis, and strategic intervention for students showing signs of academic risk. Research supports the use of data-informed instruction and targeted intervention as effective practices for sustaining student achievement and preventing learning loss.

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

Data-Driven Mathematics Instruction

Person Monitoring:

Yesenia Hector & Liza Morera- Taylor

By When/Frequency:

Monthly Data Meetings

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

Teachers will analyze FAST, i-Ready, and common assessment data to identify trends, monitor proficiency rates, and adjust instruction. Progress toward maintaining the 70% proficiency goal will be reviewed during monthly data meetings and instructional planning sessions.

Action Step #2

Implementation of Targeted Support and Enrichment**Person Monitoring:**

Yesenia Hector/ Liza Morera- Taylor

By When/Frequency:

Weekly

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

Teachers will provide targeted intervention for students approaching proficiency and enrichment opportunities for students already proficient. Student performance will be monitored through formative assessments, progress-monitoring reports, and classroom observations to ensure continued growth and achievement.

Action Step #3**Instructional Walkthroughs and Coaching****Person Monitoring:**

Yesenia Hector & Liza Morera- Taylor

By When/Frequency:

Biweekly

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

School leaders and instructional coaches will conduct classroom walkthroughs to monitor the implementation of rigorous, standards-aligned mathematics instruction, student engagement, and effective instructional practices. Feedback will be provided to teachers, and trends will be analyzed to ensure instructional consistency and the maintenance of the school's 70% proficiency level.

IV. Positive Learning 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.

Student attendance has been identified as an Area of Focus for AMSMS across grades 6–8. Prior-year attendance data demonstrated a concerning trend, with the number of students with excessive absences nearly doubling during the fourth quarter. Frequent absences result in lost instructional time, gaps in learning, difficulty mastering grade-level standards, and reduced access to interventions and enrichment opportunities. This increase in absenteeism toward the end of the school year is particularly concerning as students prepare for state assessments and complete critical grade-level coursework. Based on the prior-year data reviewed, AMSMS will prioritize consistent attendance through early identification, ongoing monitoring, timely family communication, student incentives, and targeted supports to reduce excessive absences and increase student engagement and academic success.

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.

Prior-year attendance data identified excessive absences as an area of concern across grades 6–8, with the number of students experiencing excessive absences nearly doubling during Quarter 4. During the upcoming school year, AMSMS will reduce the number of students with excessive absences in each grade level (6th, 7th, and 8th) by at least 20% from the prior-year baseline. In addition, the school will specifically target the fourth-quarter increase by maintaining the number of students with excessive absences at or below the Quarter 3 level. Progress will be monitored quarterly through attendance data, with targeted interventions, family communication, attendance incentives, and student support implemented for students demonstrating patterns of excessive absenteeism.

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.

AMSMS will monitor student attendance weekly and quarterly across grades 6–8, with particular attention to students demonstrating patterns of excessive absences and the prior-year trend of increased absenteeism during Quarter 4. Attendance data will be reviewed by administration and appropriate school personnel to identify at-risk students early, communicate with families, and implement targeted interventions and attendance incentives. Quarterly data will be compared to prior-year baselines and the school's goal of reducing excessive absences by at least 20% in each grade level. Ongoing monitoring will allow the school to adjust interventions when students are not demonstrating improvement. Increasing consistent attendance will maximize instructional time, improve access to academic interventions and supports, and contribute to increased student achievement and proficiency.

Person responsible for monitoring outcome

Jennifer Reyes and Jillian Martinez

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:

AMSMS will implement a multi-tiered attendance intervention approach for students in grades 6–8. Interventions will include weekly attendance monitoring and early identification of students developing patterns of excessive absences, personalized communication with students and families, parent conferences, student check-ins and mentoring, positive attendance incentives and recognition, and individualized attendance plans for students requiring additional support. Students with persistent attendance concerns will receive increasingly intensive interventions and referrals to appropriate

school or community resources when barriers to attendance are identified. The effectiveness of these interventions will be reviewed weekly and quarterly by comparing attendance data to prior-year baselines and monitoring progress toward the school's goal of reducing excessive absences by at least 20% in each grade level.

Rationale:

Prior-year data identified attendance as a critical area of need across grades 6–8, with the number of students experiencing excessive absences nearly doubling during Quarter 4. A multi-tiered approach was selected because it emphasizes early identification, family engagement, positive student supports, and increasingly individualized interventions based on student need. Reducing excessive absences will increase students' access to daily instruction, academic interventions, and enrichment opportunities. Consistent monitoring will allow AMSMS to identify attendance concerns earlier, evaluate the effectiveness of interventions, and adjust supports throughout the year, with increased attention during the second semester to prevent the significant rise in absenteeism previously experienced during Quarter 4.

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

Student Attendance Intervention

Person Monitoring:

Jennifer Reyes

By When/Frequency:

Biweekly

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

Bi-weekly Attendance Monitoring and Early Identification

Administration and the Attendance Manager will review attendance data weekly to identify students in grades 6–8 demonstrating patterns of excessive absences. Students identified as at risk will be referred for appropriate interventions and monitored for improvement.

Family Communication and Targeted Intervention

The Attendance Manager, School Counselor, and Administration will provide timely communication to families of students with attendance concerns through phone calls, attendance notices, conferences, and individualized attendance plans. Barriers to regular attendance will be identified and appropriate school or community supports provided when needed.

Attendance Incentives and Quarterly Progress Review

The Administration and Student Services Team will implement positive attendance incentives and recognition throughout the school year, with increased emphasis during the second semester to address the prior-year increase in Quarter 4 absences. Attendance data will be reviewed quarterly to measure progress toward reducing excessive absences by at least 20% and to determine whether interventions need to be adjusted or intensified.

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 amsmas.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' 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, TSI, 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.

No Answer Entered

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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