

Miami-Dade County Public Schools

ACADEMIR CHARTER 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 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, 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

Veronica Regueiro

vregueiro@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.

Leadership Team Member #2

Employee's Name

Yesenia Hector

953840@dadeschools.net

Position Title

Math & Science Coach

Job Duties and Responsibilities

Instructional Leadership

1. Support Curriculum Implementation

- Ensure alignment of math and science instruction with district, state, and national standards.
- Guide teachers in effectively implementing adopted math and science curricula.

2. Model Effective Instruction

- Demonstrate best teaching practices in real classrooms.
- Lead model lessons using research-based strategies in math and science instruction.

3. Instructional Coaching

- Observe classroom instruction and provide constructive feedback to improve teaching practices.
- Collaborate with teachers to plan and refine lessons aligned with curriculum goals.

4. Data-Driven Instruction

- Analyze student performance data to identify instructional needs.
- Assist teachers in using formative and summative data to inform instruction and adjust pacing guides or units.

5. Curriculum Mapping

- Assist in developing and maintaining pacing guides and curriculum maps that reflect rigor and

coherence.

- Ensure vertical and horizontal alignment across grade levels.

6. Resource Development

- Curate and create instructional resources, lesson plans, and assessments aligned to curriculum standards.
- Integrate technology and hands-on resources (e.g., lab experiences, manipulatives) into instruction.

7. Facilitate PLCs, Plan and Deliver PD

- Lead collaborative teacher teams in reviewing curriculum, lesson planning, and sharing best practices.
- Organize and lead professional development sessions focused on instructional strategies, content knowledge, and curriculum changes.
- Provide mentorship and ongoing support for new and experienced teachers in implementing curriculum effectively.

Leadership Team Member #3

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

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 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 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 for each subgroup.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	90.1%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
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: A 2023-24: C 2022-23: C 2021-22: B 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	79	79	87	82	88	61				476
Absent 10% or more school days				1	2	1				4
One or more suspensions			1	3	1	1				6
Course failure in English Language Arts (ELA)				1	21					22
Course failure in Math										0
Level 1 on statewide ELA assessment			17	28	28	8				81
Level 1 on statewide Math assessment					16	9				25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				1						1
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 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			17	28	28	8				81

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			0	8	0	0				8
Students retained two or more times			0	0	0	0				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			1	2	1	3				7
One or more suspensions		1	3	1	1	1				7
Course failure in English Language Arts (ELA)			1	21						22
Course failure in Math										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-6.053, 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

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		17	28	28	8	31				112

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			1	21						22
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*	54	65	59	41	63	57	44	60	53
Grade 3 ELA Achievement	40	65	59	37	63	58	67	60	53
ELA Learning Gains	62	65	60	50	64	60			
ELA Lowest 25th Percentile	61	62	56	57	62	57			
Math Achievement*	70	72	64	47	69	62	51	66	59
Math Learning Gains	71	66	63	47	65	62			
Math Lowest 25th Percentile	68	59	51	50	58	52			
Science Achievement	70	63	58	13	61	57	52	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	66	63	73	64	61	49	63	59

*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)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	546
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	46%	54%	58%	51%		

* 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	32%	Yes	1	
English Language Learners	59%	No		
Hispanic Students	61%	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	54%	40%	62%	61%	70%	71%	68%	70%					50%
Students With Disabilities	21%	17%	29%		39%	41%							47%
English Language Learners	49%	35%	67%	67%	67%	67%	62%	68%					50%
Hispanic Students	55%	41%	63%	63%	71%	72%	68%	68%					50%
Economically Disadvantaged Students	53%	38%	62%	60%	69%	70%	67%	68%					50%

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%					73%
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%

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	3	40%	60%	-20%	57%	-17%
ELA	4	60%	59%	1%	56%	4%
ELA	5	65%	60%	5%	56%	9%
Math	3	69%	69%	0%	63%	6%
Math	4	68%	68%	0%	62%	6%
Math	5	74%	62%	12%	57%	17%
Science	5	67%	56%	11%	55%	12%

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?

Our school showed the most improvement in Math learning gains, ELA learning gains, Science proficiency, and the performance of the lowest 25% of students as compared to the previous year. This growth is largely due to the supports we put in place, including free after-school and ELL tutoring in ELA, Math, and Science, differentiated instruction during class, and a tiered system that allowed us to target student needs more effectively. These actions helped close learning gaps and accelerate progress across these areas.

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 areas were ELA 3rd grade achievement, overall ELA proficiency, and the performance of students with disabilities subgroup, which for the second year remained below 41%. Contributing factors included larger 3rd grade class sizes due to the number of retained students from the previous year, as well as gaps in foundational skills such as phonics and fluency, which limited students' reading comprehension. While ELA proficiency was still below the district and state average, the school did see positive growth with a 13% increase overall and a 3% gain in 3rd grade achievement compared to the previous year.

Greatest Decline

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

While all areas showed improvement, 3rd grade achievement reflected the least growth with only a 3% gain. Contributing factors included larger class sizes resulting from an increased number of retained students, which made it more difficult to provide individualized support. In addition, many students entered 3rd grade with gaps in foundational skills such as phonics and fluency, which limited their ability to read with accuracy and comprehension. These challenges negatively impacted overall performance in this area.

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 3rd grade achievement, which showed a 19% difference between the school and the state. Contributing factors include larger 3rd grade class sizes due to an increased number of retained students from the previous year, as well as gaps in foundational reading skills such as phonics and fluency that limited students' ability to comprehend grade-level texts. The trend shows that while the school made slight gains, these factors continue to widen the gap between school and state performance.

EWS Areas of Concern

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

Two areas of concern from the EWS data are the high number of Level 1 scores on the statewide ELA assessment and ELA course failures in 3rd grade.

Highest Priorities

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

1. ELA Proficiency
2. 3rd Grade ELA Achievement
3. Subgroup of Student with Disabilities achievement

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

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.

The Area of Focus is ELA instructional practice, with a specific emphasis on 3rd grade achievement as required by RAISE. This focus affects student learning by targeting foundational reading skills such as phonics, fluency, and comprehension, which are critical for building long-term literacy success. It was identified as a crucial need based on prior year data showing that 3rd grade students had the lowest ELA achievement. High numbers of Level 1 scores and limited growth in 3rd grade indicate that targeted improvements in instructional practices are essential to support student proficiency.

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

Instructional practice for K-2 will specifically focus on phonics and fluency, which are essential for decoding and comprehension. Prior data showed gaps in these skills, impacting students' ability to read grade-level texts, making this a crucial area for early intervention.

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

Instructional Practice for 3-5 will specifically focus on emphasizing comprehension and fluency. Data from prior years show that many students in these grades struggle with understanding grade-level texts and reading smoothly. So, targeted instruction in these areas is essential for improving overall ELA achievement.

Grades K-2: Measurable Outcome(s)

By the end of the year, 50% of K–2 students will demonstrate grade-level proficiency in phonics and reading fluency, as measured by district assessments and benchmark reading tests.

Grades 3-5: Measurable Outcome(s)

- Maintain our “A” school grade

- Focus on phonemic awareness in kindergarten and 1st grade from Day 1 to increase reading fluency of students by the end of 1st grade.
- Increase our average reading (ELA) proficiency in 1st-2nd (**50%**) & 3rd-5th (**62%**)
- Achieve an average math proficiency of at least **62%**.
- Achieve a science proficiency of at least **62%**.

Monitoring

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

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 coaches in ELA, mathematics, and science. K-1st grade teachers will receive additional support in teaching phonemic awareness and phonics. Data chats with teachers will be conducted continuously to ensure instruction is targeting student needs to close academic achievement gaps.

Person responsible for monitoring outcome

Liza Morera-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:

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

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

Increase reading fluency in grade 2-5th to improve reading comprehension.

Person Monitoring:

Veronica Regueiro

By When/Frequency:

After each progress monitoring assessment.

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

In addition to implementing curriculum aligned with Miami-Dade County Public Schools, we invest in supplemental programs to support instruction and student learning. We plan to focus on a phonics intervention approach in Kindergarten and first grade. In second through fifth grade, reading fluency will be a focus and monitored for improvement through data analysis.

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 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

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

By When/Frequency:

After each progress monitoring assessment.

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

Mrs. Hector 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)).

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.

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.

Additional resources and supplemental materials are vetted through a process that begins with our curriculum support team at the management level. The team selects a number of researched based resources that target specific demographic/student group needs within our school. Needs are determined based on annual data outcomes. The board reviews the selection and determines implementation. At the school level, curriculum coaches are trained (when necessary) directly by program specialists. The coaches then train the teachers and monitors usage. The instructional leaderships team conducts frequent data chats, and usage reviews to ensure the program is being utilized with fidelity.

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).

- Student data from state and district progress monitoring assessments.
- Data from adaptive programs (iReady and/or Coach Digital).
- Data collected from curriculum based assessments.

The instructional leadership team will meet with grade levels and individual teachers to address subgroups, and individual student needs. Data chats will be conducted after each progress monitoring assessment. After school tutoring will be designed to address specific areas of need at no charge to our students/families.

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