

Miami-Dade County Public Schools

# ACADEMIR CHARTER SCHOOL MIDDLE



## 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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AcadeMir Charter School Middle (6-8) promotes student's self motivation to be successful in all subject areas, especially in science, mathematics, reading, and technology by progressively building on their individual talents and abilities. In order to foster students' life-long learning and allow them to reach their full potential as productive, responsible members of today's global and highly

technological society, a nurturing, educational environment and the implementation of research-proven educational models will be utilized. These models focus on problem solving, collaboration,

and communication through the integration of technology.

### Provide the school's vision statement

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The vision for Academir Charter School Middle 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 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

Tracy Rodriguez

943120@dadeschools.net

##### Position Title

Principal

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**Job Duties and Responsibilities**

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The role of the Principal is to communicate a clear and common vision and mission, oversee day to day operations, and ensure that all teachers and staff are implementing the SIP and following the problem solving process. The principal assures instruction is aligned to state academic content standards, maintains continuous improvement in the building, designs instruction for student success, develops partnerships with parents and the community, and nurtures a positive school culture that promotes learning and engagement for students and adults and where each individual feels valued.

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

Erlan Cabrera

ecabrera87@dadeschools.net

**Position Title**

Assistant Principal & Science Coach

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**Job Duties and Responsibilities**

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The role of the Assistant Principal is to assist in the development, establishment, and implementation of the goals and objectives of the school instructional program as set forth by the school principal. The Assistant Principal collaborates with the School Leadership Team to provide direction to staff in the implementing of goals and objectives and professional development. The Assistant Principal analyzes and disseminates information related to student data and progress, and evaluates the impact of instruction and interventions in Tiers 1-3; as well as, evaluates the progress of the school improvement program and of staff and assists to initiate needed improvement. Mr. Cabrera is also the Science Coach. The role of Science Coach provides classroom support and guidance to teachers on the implementation of the SIP. She engages in collaborative planning meetings with Science teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from iReady, baseline, topic assessments and Mid-Year Assessments, as well as student progress motioning through science enrichment. He also assist teachers in implementing of the instructional core and supplemental programs with fidelity. Support is also provided through coaching cycles, professional development and instructional coaching to in an effort to build their instruction capacity and increase student achievement in Science and STREAM education.

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

Elena Marin

EMarin@dadeschools.net

**Position Title**

## Reading Coach

### Job Duties and Responsibilities

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The role of ELA Instructional Coach/Curriculum Support Specialist is to provide classroom support and guidance to teachers on the implementation of the SIP. She engages in collaborative planning meetings with ELA teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from FAST PM1 and PM2, iReady AP1, and Mid-Year AP2 Assessments, as well as student progress monitoring. She also assist teachers in implementing of the instructional core and supplemental programs with fidelity. She also provides support services through coaching cycles, professional development and instructional coaching to in an effort to build the instruction capacity of teachers and helps to increase student achievement in English Language Arts.

## Leadership Team Member #4

### Employee's Name

Debra Suarez

debrasuarez@dadeschools.net

### Position Title

Mathematics Coach

### Job Duties and Responsibilities

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The role of Mathematics Instructional Coach/Curriculum Support Specialist is to provide classroom support and guidance to teachers on the implementation of the SIP. She engages in collaborative planning meetings with Mathematics teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from FAST PM1 and PM2, iReady AP1, and Mid-Year AP2 Assessments, as well as student progress monitoring. She also assist teachers in implementing of the instructional core and supplemental programs with fidelity. She also provides support services through coaching cycles, professional development and instructional coaching to in an effort to build the instruction capacity of teachers and helps to increase student achievement in Mathematics.

## 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.*

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Stakeholders are essential in the development of the School Improvement Plan. Throughout this comprehensive process, key stakeholder groups such as the leadership team, teachers, staff members, parents, students, families, and business or community members are identified. This collaboration is only possible with extensive communication with all stakeholders and conveying the significance of the development of our School Improvement Plan. The insight and diverse perspectives provides different concerns, expectations, and possibilities. The leadership team, teachers and staff members provide first hand insight while parents, students and families provide their expectations and priorities. Creating relationships with community and business leaders provide support and partnerships. The input gathered throughout the entire SIP process allows for a culminating list of priorities, with clear, measurable goals and objectives that were developed by all stakeholders. With the collective vision and input of all stakeholders, the SIP is revised, then finalized, and finally implemented. The implementation process includes continuous monitoring and reviewing, with the engagement of the stakeholders. With the continuous participation of all stakeholders, the SIP reflects the commitment to the improvement and the ever-evolving school needs.

### **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)).

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The School Improvement Plan (SIP) must be monitored regularly to ensure the success of the APA's improvement journey. School leaders and stakeholders must provide oversight to ensure APA remains flexible and adapts as it moves towards its goals. The school must maintain a data-driven approach to monitoring the SIP, addressing all challenges that arise throughout the process. The school's leadership team and instructional leaders must conduct regular classroom walkthroughs to ensure that student engagement, teaching methodologies, and standards based instruction is evident in each classroom. Aligning the SIP's core objectives to the instructional practices, as well as the formative and summative assessments ensures that the school is aligned with the SIP. Data is collected after each iReady Assessment, STAR or FAST Assessment, as well as after each Topic Assessment. Data chats are conducted with the instructional staff, and later with the students, ensuring that goal setting is evident and aligned to the SIP. Utilizing data to make meticulous decisions about what is or is not working ensures that any alterations are thoughtfully considered. If there is a need to make any changes to the SIP, the school proposes alterations, as well as the data,

to all stakeholders, maintaining the collaboration at all times. The instructional coaches and teachers participate in a weekly common planning initiative, reviewing the SIP's progress and discussing best practices and teaching strategies. The Educational excellence School Advisory Council (EESAC) engages parents, students, and community members. The participation in the quarterly EESAC meetings allows members to share their perspectives and insights on the schools continues improvement efforts.



## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH 6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>80.5%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21:</b>

## 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	0	0	0	0	0	0	100	95	107	302
Absent 10% or more school days	0	0	0	0	0	0	12	6	5	23
One or more suspensions	0	0	0	0	0	0	0	1	2	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	13	16	9	38
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	3	4	7
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	0	0	0	0	0	0	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	0	0	0	0	0	0	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	0	0	0	0	0	0	22	9	6	37

#### 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	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	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							10	12	9	31
One or more suspensions							3	2	3	8
Course failure in English Language Arts (ELA)							4			4
Course failure in Math							3			3
Level 1 on statewide ELA assessment							18	20	16	54
Level 1 on statewide Math assessment							19	4	11	34
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							27	13	13	53

**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*	78	64	58	77	61	53	64	56	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	80	63	59	66	60	56			
ELA Lowest 25th Percentile	72	55	52	60	51	50			
Math Achievement*	94	67	63	89	64	60	83	60	56
Math Learning Gains	90	64	62	88	63	62			
Math Lowest 25th Percentile	86	60	57	88	62	60			
Science Achievement	71	59	54	67	56	51	57	55	49
Social Studies Achievement*	88	77	73	87	75	70	87	72	68
Graduation Rate									
Middle School Acceleration	90	78	77	90	73	74	90	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	86	62	53	75	58	49	70	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	84%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	835
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
84%	79%	78%	62%	62%		63%

\* 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	73%	No		
English Language Learners	77%	No		
Hispanic Students	84%	No		
Economically Disadvantaged Students	84%	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	78%		80%	72%	94%	90%	86%	71%	88%	90%			86%
Students With Disabilities	50%		77%		86%	77%							
English Language Learners	66%		76%	69%	87%	91%	83%	53%	72%	87%			86%
Hispanic Students	78%		80%	72%	94%	90%	86%	71%	88%	90%			86%
Economically Disadvantaged Students	78%		81%	73%	93%	90%	86%	72%	88%	90%			85%

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	77%		66%	60%	89%	88%	88%	67%	87%	90%			75%
English Language Learners	69%		62%	61%	81%	84%	86%	47%	83%	79%			75%
Hispanic Students	77%		66%	60%	90%	88%	88%	67%	87%	90%			75%
Economically Disadvantaged Students	76%		64%	59%	89%	88%	89%	62%	86%	87%			71%

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	64%				83%			57%	87%	90%			70%
Students With Disabilities	40%				70%								
English Language Learners	55%				78%			32%	79%	90%			85%
Hispanic Students	64%				83%			58%	87%	91%			85%
Economically Disadvantaged Students	58%				80%			55%	85%	88%			

## 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	66%	62%	4%	60%	6%
ELA	7	77%	62%	15%	57%	20%
ELA	8	79%	60%	19%	55%	24%
Math	6	89%	64%	25%	60%	29%
Math	7	79%	54%	25%	50%	29%
Math	8	93%	60%	33%	57%	36%
Science	8	30%	46%	-16%	49%	-19%
Civics		85%	74%	11%	71%	14%
Biology		92%	74%	18%	71%	21%
Algebra		100%	59%	41%	54%	46%
Geometry		100%	58%	42%	54%	46%

### III. Planning for Improvement

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#### 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?

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The data indicates that the greatest area of improvement was in ELA Learning Gains, which rose from 66% in 2024 to 80% in 2025, a 14-point increase. Similarly, the performance of students in the lowest 25% for ELA improved significantly, climbing from 60% to 72%. These improvements reflect targeted actions that the school implemented over the past year. Teachers engaged in weekly PLCs focused on task and item analysis, which ensured that instruction was tightly aligned to the standards assessed. A daily cycle of standards-based bell work and exit tickets helped both teachers and students maintain a clear focus on mastery. Intervention structures were strengthened, with small groups aligned to FAST PM and other progress-monitoring data. Students identified as part of the L25% subgroup received prioritized support through push-in interventions and extended-day tutoring opportunities, ensuring they had more frequent exposure to grade-level material. These combined efforts produced measurable gains in ELA performance overall and especially among the students most at risk.

##### **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 performance is evident in Grade 8 Science proficiency, where only 30% of students demonstrated proficiency compared to 46% in the district and 49% across the state. In science, we need to ensure that students have enough opportunities to engage in hands-on laboratory investigations. We must also ensure there is consistent use of academic vocabulary in instruction across all grade levels.

##### **Greatest Decline**

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

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Math learning gains in the lowest 25% declined by 2 percentage points from 88% in 2024 to 86% in 2025. Although the reduction is modest, it highlights an important subgroup need that warrants targeted attention. Gaps in foundational fluency and problem-solving strategies became more pronounced for struggling learners. This suggests that while accelerated learners were supported

effectively, scaffolds for students in the lowest quartile are necessary to close prior learning gaps. While the school provided targeted interventions such as small-group instruction and afterschool tutoring, attendance inconsistencies among at-risk students may have limited the overall impact of these supports.

### **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 when compared to the state average was Math Achievement at 94% proficiency rate, exceeding the state average of 63% by 31 percentage points. This positive gap reflects the school's strong implementation of data-driven instruction, consistent use of formative assessments, and targeted interventions. Mathematics has been a sustained area of strength for the school, with continued growth with contributing factors including structured collaboration, effective remediation and enrichment cycles for acceleration. There is a clear focus on standards mastery through intentional pacing and differentiated instruction.

### **EWS Areas of Concern**

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

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There is a substantial number of students that require more support to sustain learning gains and close achievement gaps in English Language Arts. This includes our lowest quartile as well as the number of English language learners. There is also a number of students in grades 6–8 that are flagged for attendance issues, which could negatively affect achievement across all subject areas. Ensuring consistent student attendance is closely linked to academic success.

### **Highest Priorities**

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

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1. Raise Grade 8 Science proficiency and close district/state gaps.
2. Protect and sustain Math and ELA gains in Grades 6–8.



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

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

### Area of Focus #1

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

### Instructional Practice specifically relating to Science

#### Area of Focus Description and Rationale

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.

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Enhancing instructional procedures and practices in science not only supports students' understanding of scientific concepts but also reinforces their literacy and math skills. As students explore science topics, they engage in reading informational texts, analyzing data, and conducting experiments in sequential order. They also apply math skills in measuring, adding, and subtracting. Thus, improving proficiency in science contributes to greater achievement in both English Language Arts (ELA) and Mathematics.

#### 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.

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On the Spring 2026 Science Assessment, 8th grade comprehensive science achievement will increase from 30% to 40%.

#### Monitoring

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

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Science will be monitored by completing all topic assessments, baseline assessments, and mid-year assessments. To address the most critical areas, we will implement standards-based focus calendars that target the weakest benchmarks, as well as an intensive standards-based science tutoring program beginning in January. ACSM has also adopted a supplemental curriculum the spirals on past benchmarks, as well as on prior grade level assessed standards.

#### Person responsible for monitoring outcome

Erlan Cabrera

#### 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:**

Free after-school tutoring will be available beginning in January to target tested standards. The Assistant Principal & Science Coach will support instruction and teacher preparation. Science-based informational texts will be integrated into ELA blocks to enhance student proficiency. Additionally, a supplemental curriculum will be implemented to address all tested benchmarks.

**Rationale:**

The rationale behind these changes is to enhance student proficiency and overall achievement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

Action step(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**

Common planning blocks between the comprehensive science teacher and the science coach.

**Person Monitoring:**

Erlan Cabrera

**By When/Frequency:**

Weekly

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

Mr. Cabrera will collaborate with the comprehensive science teacher to develop standards-based instruction by unpacking key benchmarks. Item specifications will be reviewed and analyzed to optimize student learning outcomes.

**Action Step #2**

Frequent data chats and identification of students in need of extra support.

**Person Monitoring:**

Erlan Cabrera & Administration

**By When/Frequency:**

Monthly

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

The curriculum team and teacher will meet to discuss data and identify students that will benefit from additional support, differentiated instruction, and free tutoring. The school will track these students and these students will be invited and encouraged to participate in after-school tutoring sessions.

**Area of Focus #2**

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

**Instructional Practice specifically relating to Benchmark-aligned instruction**

**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.

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The identified Area of Focus is maintaining and sustaining ELA and Math learning gains across grades 6–8 by focusing on benchmark-aligned instruction. In 2025, the school achieved ELA learning gains at 80% and Math learning gains at 90%, both significantly outperforming the district (63% and 64%) and state (59% and 62%). The focus on sustaining these gains is crucial to prevent regression and to ensure that all students, including those in the lowest 25th percentile, continue to make adequate progress toward grade-level mastery.

### **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.

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- ELA Learning Gains: Prior year – 80%; Target –  $\geq 82\%$
- Math Learning Gains: Prior year – 90%; Target –  $\geq 91\%$
- ELA Lowest 25th Percentile: Prior year – 72%; Target –  $\geq 74\%$
- Math Lowest 25th Percentile: Prior year – 86%; Target –  $\geq 88\%$

These outcomes will ensure continued progress for all students, with a focus on sustaining high performance while narrowing gaps for struggling learners.

### **Monitoring**

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

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By continuing to refine data-driven instruction, strengthen small-group interventions, and reinforce evidence-based literacy and numeracy practices, the school aims to preserve its strong upward trajectory in these core areas. Students identified within the L25% subgroups will participate in specific DI activities that are precisely planned and implemented to bridge any gaps in their understanding. The Instructional Coaches meet with teachers weekly to plan specific activities that will support L25% achievement in ELA and Mathematics.

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

Instructional Coaches & Administration (Principal & Assistant Principal)

### **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:**

Students will engage in goal-specific, targeted differentiated instruction activities to enhance Reading & Math skills. Emphasis will be placed on developing reinforcing foundational skills in order to address the learning gaps.

**Rationale:**

Implementation of strategies outlined above will enhance literacy & numeracy skills within the L25% subgroup; therefore raising proficiency and achievement percentages.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

Action step(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**

Common planning with the ELA department and the reading coach.

**Person Monitoring:**

Elena Marin

**By When/Frequency:**

Weekly

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

Ms. Marin will collaborate with teachers to develop an effective DI rotation block that maximizes student learning. Focus calendars will be developed that combine the pacing guide and assessment schedule.

**Action Step #2**

Common planning with the Mathematics department and the Math coach.

**Person Monitoring:**

Debra Suarez

**By When/Frequency:**

Weekly

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

Ms. Suarez will collaborate with teachers to develop an effective DI rotation block that maximizes student learning. Focus calendars will be developed that combine the pacing guide and assessment schedule.

**Action Step #3**

Ensure that the MTSS process is implemented with fidelity

**Person Monitoring:**

Marin & Suarez

**By When/Frequency:**

Weekly

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

Instructional Coaches will oversee the Intensive courses to ensure that MTSS program is completed with fidelity. The instructional coaches will assist teachers with planning and providing materials for its implementation.

## IV. Positive Learning Environment

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### 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.

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Student attendance is crucial for success and learning. It was found that 22 students had more than 18 absences, missing over 10% of the school year. Frequent absences can hinder a student's academic progress by causing gaps in learning and understanding. Missed instruction leads to lower engagement and can result in falling behind peers. Chronic absenteeism often correlates with lower grades and diminished long-term 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.

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The number of students with more than 18 absences will decrease from 7.5% to less than 6%.

#### 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.

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Our school counselor, Ms. Jimeno, will monitor student attendance and review quarterly data reports. She will contact parents and establish truancy meetings as needed to encourage consistent school attendance. For students with excessive absences, appropriate consequences will be implemented to discourage further absenteeism.

#### Person responsible for monitoring outcome

Alicia Jimeno

#### 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:

ACSM adheres to MDCPS truancy procedures as outlined in the 2025-2026 Truancy Intervention Program Procedures Handbook.

#### Rationale:

The intervention measures initiated in the MDCPS Truancy Handbook are designed to prevent students and their parents or guardians from becoming truant.

**Tier of Evidence-based Intervention:**

**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**

Monitor student attendance closely. Period 1 or 2 teachers will inform the principal and counselor when a pattern of non-attendance is observed.

**Person Monitoring:**

Alicia Jimeno

**By When/Frequency:**

Quarterly or when observed by period 1 or 2 teacher

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

Once a pattern of non-attendance is identified, the classroom teacher will inform the principal and counselor. They will meet with the student's parents and implement various intervention strategies to improve student attendance. Once this is exhausted, the truancy forms are filled out and filed with the appropriate agencies.

## V. Title I Requirements (optional)

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### 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.

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The SIP can be found by accessing the following link: <https://academircharterschoolmiddle.com/acsm-title1/>

#### 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)).

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The Parental and Family Engagement Plan can be found by accessing the following link: <https://academircharterschoolmiddle.com/acsm-title1/>

#### 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)).

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As outlined in the Areas of Focus section of the SIP, there is a plan to enhance the academic program. During the 2025-2026 school year, we will target improvements in science proficiency and learning gains in ELA & Mathematics within the L25% subgroup. At ACSM, we provide a range of courses to address



diverse student needs, including accelerated courses, a gifted program, High School courses, and even offer dual enrollment courses. Our primary goal is to offer programs that cater to the needs of every learner.

**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)).

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The SIP was created in collaboration with a range of stakeholders, including the leadership team and faculty members. During our recent EESAC meeting, we discussed and refined various sections of the SIP based on stakeholder feedback. The finalized SIP is printed for the physical Title I Parent Resource Center in the building and is also posted on the virtual Title I Parent Resource Center on our school's website.

## 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)).

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ACSM employs two full-time counselors and one part-time counselor, and has adopted the MDCPS Mental Health Plan, which includes a mental health counselor who visits our campus twice per week. Our counselors facilitate student participation in assemblies and workshops designed to promote mental health and foster a positive, supportive learning environment.

#### 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)).

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ACSM teachers utilize the XELLO curriculum to promote career and college readiness. This program focuses on helping students explore career interests, develop personal and academic goals, and plan for their future.

#### 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)).

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Implementing a tiered model that clearly identifies and addresses problem behaviors can effectively prevent such issues from escalating.

- Tier 1: This tier provides all students with a proactive support system, including clearly defined expectations and positive reinforcement. For instance, "Tiger Bucks" are used to foster a positive school climate and encourage desirable behaviors.
- Tier 2: Students who need additional support beyond Tier 1 receive targeted interventions. This may involve individual counseling, specialized social skills training, or small group interventions.
- Tier 3: For students exhibiting persistent behavioral issues, intensive support is provided. This may include creating individualized behavior plans to address and manage these challenges effectively.

The objective is to address and support students with Tier 1 and Tier 2 interventions before behaviors escalate to the point where Tier 3 support becomes necessary.

### **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)).

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Professional learning for teachers, paraprofessionals, and other school personnel is crucial for enhancing instruction and effectively utilizing data from academic assessments. These initiatives include:

1. Professional Development Opportunities: Teachers are encouraged to participate in professional development offered by MDCPS and the AcadeMir district.
2. Data-Driven Instruction: ACSM Coaches and the Administrative Team facilitate data chats with teachers. In these sessions, teachers learn how to analyze data, generate reports, set student learning goals, and adjust their teaching practices to improve student outcomes.
3. Instructional Coaching: Teachers have access to instructional coaches who plan weekly with grade-level teams during common planning blocks. This time allows teachers to collaborate, share best practices, and receive guidance on curriculum and instruction.
4. Recruitment and Retention: Teacher morale and support are prioritized. Competitive salaries, including a loyalty bonus structure, are offered. Career goals are considered, and accomplishments are recognized to support teacher retention and satisfaction.

These efforts collectively aim to enhance instructional quality, optimize the use of data, and build a committed and effective workforce.

### **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)).

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ACSM is a middle school (N/A).

## VI. ATSI, TSI and CSI Resource Review

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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.

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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).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

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