

Miami-Dade County Public Schools

ACADEMIR PREPARATORY ACADEMY



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 7

 D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

 A. ESSA School, District, State Comparison 12

 B. ESSA School-Level Data Review 13

 C. ESSA Subgroup Data Review 14

 D. Accountability Components by Subgroup..... 15

 E. Grade Level Data Review 18

III. Planning for Improvement..... 19

IV. Positive Learning Environment 26

V. Title I Requirements (optional)..... 28

VI. ATSI, TSI and CSI Resource Review 33

VII. Budget to Support Areas of Focus 34

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 Preparatory Academy 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 for AcadeMir Preparatory Academy is to provide student with a challenging and rigorous curricula enabling students to be well prepared for higher education and life through adherence to an unwavering mission, shared purpose and clearly articulated goals. Students will experience a cross curricula instructional approach 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

Job Duties and Responsibilities

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 and Science Coach

Job Duties and Responsibilities

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 monitoring 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

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 motioning. 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

Math Coach

Job Duties and Responsibilities

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 motioning. 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.

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)).

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

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	83.9%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 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	61	51	58	58	63	66	0	0	0	357
Absent 10% or more school days	0	12	16	0	2	3	0	0	0	33
One or more suspensions	0	2	1	0	0	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	1	0	1	0	0	0	0	0	2
Course failure in Math	0	1	0	1	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	10	17	12	7	16	0	0	0	62
Level 1 on statewide Math assessment	0	4	2	6	4	7	0	0	0	23
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	5	7	2	0	0	0	0	0	14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	1	0	1	2	0	0	0	5

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	36	44	2	8	14	0	0	0	104

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	1	0	0	0	0	0	1
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		5	14		8	11				38
One or more suspensions					3					3
Course failure in English Language Arts (ELA)		1	1	6	4					12
Course failure in Math			2	2	7					11
Level 1 on statewide ELA assessment		4	7	5	11	12				39
Level 1 on statewide Math assessment					4	7				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				4						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	1		4					9

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		56	57	1	16	20				150

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						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 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*	68	65	59	64	63	57	61	60	53
Grade 3 ELA Achievement	74	65	59	71	63	58	67	60	53
ELA Learning Gains	64	65	60	67	64	60			
ELA Lowest 25th Percentile	53	62	56	69	62	57			
Math Achievement*	76	72	64	68	69	62	59	66	59
Math Learning Gains	67	66	63	55	65	62			
Math Lowest 25th Percentile	46	59	51	62	58	52			
Science Achievement	64	63	58	48	61	57	43	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	70	66	63	78	64	61	62	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)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	582
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	65%	62%	58%	44%		55%

* 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	47%	No		
English Language Learners	60%	No		
Hispanic Students	65%	No		
Economically Disadvantaged Students	62%	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	68%	74%	64%	53%	76%	67%	46%	64%					70%
Students With Disabilities	36%				57%								
English Language Learners	59%	74%	59%	54%	71%	61%	41%	50%					70%
Hispanic Students	68%	74%	63%	51%	76%	68%	48%	65%					70%
Economically Disadvantaged Students	66%	70%	60%	47%	74%	67%	47%	62%					65%

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	64%	71%	67%	69%	68%	55%	62%	48%					78%
English Language Learners	57%	59%	64%	67%	64%	51%	58%	45%					78%
Hispanic Students	64%	71%	66%	69%	68%	54%	62%	48%					78%
Economically Disadvantaged Students	64%	69%	67%	69%	65%	57%	62%	45%					77%

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	61%	67%			59%			43%					62%
English Language Learners	56%	55%			56%			63%					79%
Hispanic Students	61%	67%			59%			44%					79%
Economically Disadvantaged Students	61%	61%			59%			40%					80%

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	69%	60%	9%	57%	12%
ELA	4	59%	59%	0%	56%	3%
ELA	5	65%	60%	5%	56%	9%
Math	3	78%	69%	9%	63%	15%
Math	4	72%	68%	4%	62%	10%
Math	5	70%	62%	8%	57%	13%
Science	5	62%	56%	6%	55%	7%

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 area showing the most significant improvement is Math Achievement, which increased from 68 in 2024 to 76 in 2025 (+8 points). This growth is attributed to strategic actions taken during the 2024–2025 school year, including the implementation of differentiated math instruction, expansion of small-group targeted interventions, and consistent use of data-driven tools such as i-Ready for skill tracking. Teachers received coaching on effective math practices, and intervention blocks were utilized with greater fidelity.

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 component is Math Lowest 25th Percentile, with a score of 46 in 2025. Students in this group continue to face challenges with foundational math skills, and many require Tier 2 and Tier 3 supports. Contributing factors include inconsistent attendance among this subgroup and limited parental engagement in supporting skill reinforcement outside of school hours. Despite overall math achievement gains, this population requires more intensive, sustained interventions.

Greatest Decline

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

The greatest decline occurred in the ELA Lowest 25th Percentile, dropping from 69 in 2024 to 53 in 2025 (-16 points). This decline is linked to insufficient targeted reading interventions, an increase in English Language Learners (ELLs) without adequate scaffolding, and inconsistent use of phonics-based supports for struggling readers.

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.

While the school outperformed the state significantly in Grade 3 ELA Achievement (+15 points, School: 74; State: 59), the greatest negative gap exists in Math Lowest 25th Percentile (School: 46;

State: 51). This indicates that while our higher-performing students are making gains, our lowest-performing subgroup in math is deficient and are in need of more support. Attendance is also a contributing factors since lessons build and concepts are not consistently spiraling.

EWS Areas of Concern

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

First, chronic absenteeism remains a significant challenge, particularly among students in the lowest-performing quartile. Many of these students missed critical instructional time, which hindered their ability to engage in targeted interventions and consistent learning progressions. Addressing attendance barriers will be a central component of our intervention strategy, with increased monitoring, parent communication, and attendance recovery initiatives.

Second, the academic performance of English Language Learners (ELLs) requires greater focus and support. A growing ELL population, coupled with varied levels of language proficiency, has created gaps in both literacy and content-area comprehension. While some supports have been implemented, they were not applied with the necessary intensity or consistency to close these gaps. Enhancing instructional scaffolds and providing language-rich, differentiated instruction will be critical for this subgroup.

Together, these EWS concerns highlight the need for a proactive, multi-tiered approach that addresses both attendance and language development as foundational elements to improving student achievement across content areas.

Highest Priorities

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

For the 2025–2026 school year, our highest priorities focus on closing achievement gaps while maintaining strong overall academic performance. A primary focus will be to improve ELA performance for students in the lowest 25th percentile, as data indicates a significant decline in their progress over the past year. This group will receive intensive, data-driven reading interventions designed to rebuild foundational literacy skills and foster consistent growth.

Simultaneously, we aim to increase math growth for the lowest 25th percentile, ensuring that struggling students are provided with targeted supports and individualized instruction to accelerate their progress. Special emphasis will be placed on small-group and intervention-based strategies to help these learners meet or exceed expected benchmarks.

Recognizing the growing population of multilingual learners, we will also strengthen interventions and supports for English Language Learners (ELLs) by integrating language development into core instruction and providing staff with training to better address their unique academic needs.

To ensure all students benefit from our initiatives, we will enhance Tier 2 and Tier 3 targeted instruction by refining intervention systems, monitoring fidelity of implementation, and using frequent data analysis to adjust supports in real-time.

Finally, while our focus is on closing gaps, we will also maintain high achievement in core areas,

preserving the academic gains made by our higher-performing students and ensuring that excellence is not sacrificed in the pursuit of equity. This balanced approach will enable us to raise achievement for all learners while narrowing disparities within our student population.

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

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 first area of focus for the 2025–2026 school year is to improve reading achievement for students in the lowest 25th percentile. Data from 2024–2025 revealed a significant decline in this subgroup, with scores dropping 16 points (from 69 to 53). This decline highlights the urgent need to address foundational literacy skills and provide consistent, high-quality interventions.

Rationale: Students in this subgroup lack essential reading fluency and comprehension skills, often compounded by limited vocabulary and, in many cases, English language acquisition needs. The gap indicates that current strategies were not intensive or targeted enough to meet their needs.

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.

Our goal is to increase the ELA Lowest 25th Percentile from 53% to 58%.

Specific Measurable Outcomes (2025–2026 School Year):

- Grade 3: Increase lowest 25th percentile students from 42% to 48% proficiency
- Grade 4: Increase lowest 25th percentile students from 38% to 42% proficiency
- Grade 5: Increase lowest 25th percentile students from 44% to 50% proficiency

Instructional Practices:

- Implement daily small-group ELA instruction targeting phonics, vocabulary, and comprehension skills.
- Use progress monitoring bi-weekly to adjust instruction based on student needs.
- Incorporate leveled reading materials and guided practice aligned with state standards.

Monitoring

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

- Progress monitoring of MTSS interventions occurring daily as well as documented

differentiated instruction using iReady, Teacher Toolbox, and magnetic reading.

- Frequent Data chats to refine intervention groupings and adjust instructional approaches with instructional coaches and administration
- Quarterly reviews of fidelity logs and student growth reports to ensure implementation integrity.

Person responsible for monitoring outcome

Elena Marin, Reading Coach

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:

Daily Small-Group Instruction – Delivered during the intervention block by ELA teachers and interventionists, with biweekly monitoring of lesson plans and progress data. Monthly Data Chats – Led by the Instructional Coach to analyze growth and make instructional adjustments. Quarterly Professional Development – Focused on intervention strategies, monitored through PD attendance logs and follow-up coaching.

Rationale:

Data from the 2024–2025 school year revealed a 16-point decline in this subgroup (from 69 to 53), indicating that existing reading supports were insufficient in both intensity and alignment with students' foundational needs. This allows for strong tracking of our struggling readers through systematic, small-group, and research-driven instruction. This method of intervention will provide structured lessons that target essential components of literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension—areas where many of our lowest-performing students demonstrated deficits.

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

Ensure the implementation of reading MTSS is completed with fidelity.

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 oversee the reading MTSS program and assist teachers with planning and providing materials for its implementation.

Action Step #2

Common planning blocks with Teachers that encourage sharing best practices.

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 standards-based instruction that is also data driven. Focus calendars will be developed that combine the pacing guide and assessment schedule.

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.

The second area of focus targets improving math achievement for students in the lowest 25th percentile, where performance remained persistently low at 46 in 2025 compared to the state average of 51. While overall math achievement improved, these students did not experience proportional growth, indicating a need for more robust, data-driven math interventions.

Rationale: Persistent gaps in foundational numeracy, combined with inconsistent small-group intervention delivery, have hindered growth for the lowest quartile. Strengthening Tier 2 and Tier 3 supports is essential to ensure these students can access grade-level content.

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.

The goal is to increase the Math Lowest 25th Percentile from 46% to 50%.

Specific Measurable Outcomes (2025–2026 School Year):

- Grade 3: Increase lowest 25th percentile students from 34% to 40% proficiency
- Grade 4: Increase lowest 25th percentile students from 30% to 40% proficiency
- Grade 5: Increase lowest 25th percentile students from 33% to 42% proficiency

Instructional Practices:

- Implement small-group, standards-aligned math intervention blocks.
- Utilize diagnostic assessments to identify specific skill deficits and track progress.
- Integrate hands-on manipulatives, visual models, and problem-solving routines to strengthen conceptual understanding.

Monitoring

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

Math progress will be monitored using iReady AP1 and AP2 assessments, along with FAST PM1 and PM2 assessments. Data will be shared with teachers during data chats, where goals are set collaboratively for student improvement. Student data chats will also be conducted to foster ownership of their progress. To address critical areas, standards-based focus calendars will be implemented, targeting the weakest benchmarks. Emphasis will be placed on the "Big M," as outlined in the MDCPS pacing guide. Continuous spiral reviews will reinforce key concepts, and an intensive standards-based math tutoring program will begin in October.

Person responsible for monitoring outcome

Debra Suarez

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 MTSS (Multi-Tiered System of Supports) in math is being implemented with fidelity. These targeted students are receiving additional support using to bridge the gap to ensure students are performing on grade level. i-Ready adaptive learning for math will be paired with teacher-led small-group instruction to target specific skill gaps identified through progress monitoring data.

Rationale:

The MTSS system was implemented ensure that students are adequately supported and driven towards proficiency.

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

Ensure the implementation of math MTSS is completed with fidelity.

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 oversee the mathematics MTSS program and assist teachers with planning and providing materials for its implementation.

Action Step #2

Common planning blocks with Teachers that encourage sharing best practices.

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 standards-based instruction by unpacking key benchmarks. Focus calendars will be developed that combine the pacing guide and assessment schedule.

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 is crucial for success and learning. It was found that 33 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.

The number of students with more than 18 absences will decrease from 9.5% to 8%.

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.

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:

APA adheres to MDCPS truancy procedures as outlined in the 2025-2026 Truancy Intervention Program Procedures Handbook. We will also continue to implement the PBIS program with incentives that motivate students and parents to adhere to attendance policies.

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:

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

Monitor student attendance closely. Classroom teachers will inform the principal and counselor when a pattern of non-attendance is observed. Students that have exceeded the allowed tardies or unexcused absences will not receive the monthly ticket that needs to be earned to later attend the 3R's extravaganza at the end of the school year. Administration and the Counselor will pull the truancy reports on Fridays that are made available by MDCPS to further track truant students and implement intervention procedures.

Person Monitoring:

Alicia Jimeno

By When/Frequency:

Quarterly or as identified by the district report

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)

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.

The SIP can be found by accessing the following link:

<https://www.academirpreparatoryacademy.com/apa-title-1/>

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 PFEP can be found by accessing the following link:

<https://www.academirpreparatoryacademy.com/apa-title-1/>

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)).

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, math learning gains, and ELL achievement. At APA, we provide a range of courses to address diverse student needs, including accelerated courses for third and fourth grades and a gifted program for all

grade levels. 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)).

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)).

APA 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 a 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)).

APA 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)).

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)).

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: APA 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)).

To support students transitioning from preschool to kindergarten, APA provides a range of resources:

- Orientation Sessions: These sessions allow students and their families to receive essential information, meet kindergarten teachers, understand school rules and expectations, and tour the classrooms, which helps alleviate anxiety for both children and parents.
- Family Engagement Opportunities: Families are invited to participate in school events such as Hispanic Heritage celebrations, the Harvest Festival, and Field Day. These events help families connect with the school community.
- Parent Workshops: Various workshops are offered throughout the school year on different topics to support and educate parents.

APA is committed to making the transition as smooth and supportive as possible to ensure a

successful educational experience for all students.

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.

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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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