

Miami-Dade County Public Schools

# ACADEMIR CHARTER SCHOOL PREPARATORY



## 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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The mission of AcadeMir Charter School Preparatory is to provide students with a well rounded Kindergarten through Eighth grade 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 achievement.

### Provide the school's vision statement

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The vision for AcadeMir Charter School Preparatory is to provide students 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

Christopher Plantada

cplantada@academircharterschoolpreparatory.com

##### Position Title

Principal K-5

##### Job Duties and Responsibilities

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- Oversee day-to-day school operations
- Manage school logistics and budgets
- Set learning goals for students and teachers based on national curricula

- Monitor and report on teacher performance Present data from school performance to board members
- Research new resources and techniques to improve teaching Interview and hire school personnel Review and implement school policies
- Provide guidance and counseling to teachers Handle emergencies and school crises
- Organize school events and assemblies Ensure a safe and clean environment for students (e.g. implementing hygiene rules) Attend conferences to gain knowledge on current educational trends

## **Leadership Team Member #2**

### **Employee's Name**

Erica Tabares

etabares@academircharterschoolpreparatory.com

### **Position Title**

Assistant Principal K-5

### **Job Duties and Responsibilities**

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- Enforcing attendance rules
- Meeting with parents to discuss student behavioral or learning problems
- Responding to disciplinary issues
- Coordinating use of school facilities for day-to-day activities and special events
- Working with teachers to develop curriculum standards Developing and maintaining school safety procedures
- Evaluating teachers and learning materials to determine areas where improvement is needed Coordinating and planning class schedules
- Assessing data such as state standards and test scores

## **Leadership Team Member #3**

### **Employee's Name**

Chariss Solomon

csolomon@academircharterschoolpreparatory.com

### **Position Title**

Curriculum Coach

### **Job Duties and Responsibilities**

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The Curriculum Coach shall:

- Provides teaching strategies

- Sets educational standards and goals
- Interprets assessment results
- Develops academic programs and monitors student's educational
- Provides coaching sessions .
- Demonstrates lessons with pre- and post-discussion/analysis
- Provide professional development for teachers
- Coordinate planning, designing, and development of course content and assessments
- Develop content and assessments that meet standards
- Review student data and make recommendations
- Research new and innovative curriculum practices
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, as well as demonstrate respect for others
- Integration of Technology across the curriculum
- Facilitate Professional Development
- Curriculum and Instruction
- Use of Technology
- Data Driven Instruction

## **Leadership Team Member #4**

### **Employee's Name**

Sharon Blake

sblake@academircharterschoolpreparatory.com

### **Position Title**

Curriculum Coach

### **Job Duties and Responsibilities**

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The Curriculum Coach shall:

- Provides teaching strategies
- Sets educational standards and goals
- Interprets assessment results
- Develops academic programs and monitors student's educational
- Provides coaching sessions .
- Demonstrates lessons with pre- and post-discussion/analysis
- Provide professional development for teachers
- Coordinate planning, designing, and development of course content and assessments
- Develop content and assessments that meet standards

- Review student data and make recommendations
- Research new and innovative curriculum practices
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, as well as demonstrate respect for others
- Integration of Technology across the curriculum
- Facilitate Professional Development
- Curriculum and Instruction
- Use of Technology
- Data Driven Instruction

## **Leadership Team Member #5**

### **Employee's Name**

Maria Alexandra Caridad

acaridad@academircharterschoolpreparatory.com

### **Position Title**

Curriculum Coach

### **Job Duties and Responsibilities**

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The Curriculum Coach shall:

- Provides teaching strategies
- Sets educational standards and goals
- Interprets assessment results
- Develops academic programs and monitors student's educational
- Provides coaching sessions .
- Demonstrates lessons with pre- and post-discussion/analysis
- Provide professional development for teachers
- Coordinate planning, designing, and development of course content and assessments
- Develop content and assessments that meet standards
- Review student data and make recommendations
- Research new and innovative curriculum practices
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, as well as demonstrate respect for others
- Integration of Technology across the curriculum
- Facilitate Professional Development
- Curriculum and Instruction
- Use of Technology

- Data Driven Instruction

## **Leadership Team Member #6**

### **Employee's Name**

Samantha Proebsting

sproebsting@academircharterschoolpreparatory.com

### **Position Title**

SAC Member

### **Job Duties and Responsibilities**

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- To adopt the School Improvement Plan (SIP) with goals and objectives for the improvement of education in the school.
- To recommend to the principal its priorities for spending school moneys.
- Gather and provide information to the principal and DAC on the needs or concerns of the school's community.
- When a school has been placed on a priority improvement or turnaround plan, the SAC shall advise the principal concerning the preparation of such plan, and submit recommendations concerning the content.
- Report, at least annually, to the community and the Board of Education, on the educational performance of the school and provide data for the appraisal of such performance.
- Perform such other duties and responsibilities as may be required.

## **Leadership Team Member #7**

### **Employee's Name**

John Lux

jlux@academirpreparatoryhighschool.com

### **Position Title**

Principal 6-8

### **Job Duties and Responsibilities**

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- Oversee day-to-day school operations
- Manage school logistics and budgets
- Set learning goals for students and teachers based on national curricula
- Monitor and report on teacher performance Present data from school performance to board members
- Research new resources and techniques to improve teaching Interview and hire school personnel Review and implement school policies



- Provide guidance and counseling to teachers Handle emergencies and school crises
- Organize school events and assemblies
- Ensure a safe and clean environment for students (e.g. implementing hygiene rules)
- Attend conferences to gain knowledge on current educational trends

## **Leadership Team Member #8**

### **Employee's Name**

Angela Ramirez

aramirez@academirpreparatoryhighschool.com

### **Position Title**

Assistant Principal 6-8

### **Job Duties and Responsibilities**

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- Enforcing attendance rules
- Meeting with parents to discuss student behavioral or learning problems
- Responding to disciplinary issues
- Coordinating use of school facilities for day-to-day activities and special events
- Working with teachers to develop curriculum standards Developing and maintaining school safety procedures
- Evaluating teachers and learning materials to determine areas where improvement is needed Coordinating and planning class schedules
- Assessing data such as state standards and test scores

## **Leadership Team Member #9**

### **Employee's Name**

Marlene Lorie

mlorie@academirpreparatoryhighschool.com

### **Position Title**

Curriculum Coach 6-8

### **Job Duties and Responsibilities**

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The Curriculum Coach shall:

- Provides teaching strategies
- Sets educational standards and goals
- Interprets assessment results
- Develops academic programs and monitors student's educational
- Provides coaching sessions .

- Demonstrates lessons with pre- and post-discussion/analysis
- Provide professional development for teachers
- Coordinate planning, designing, and development of course content and assessments
- Develop content and assessments that meet standards
- Review student data and make recommendations
- Research new and innovative curriculum practices
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, as well as demonstrate respect for others
- Integration of Technology across the curriculum
- Facilitate Professional Development
- Curriculum and Instruction
- Use of Technology
- Data Driven Instruction

## 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.*

All stakeholders are involved in all school decisions by being invited to all school meetings in a timely manner, held at different times of day to make attendance more feasible for a variety of families. The school has a School Advisory Council which includes the leadership team, teachers and staff, families and community leaders. SAC met and discussed goals prior to official meeting in collaboration with administration.

## 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 shall be subject to ongoing monitoring to ensure fidelity of

implementation and to assess its measurable impact on student achievement. Monitoring protocols will encompass systematic classroom walk-throughs, comprehensive analysis of student performance data, structured common planning processes, and formalized feedback mechanisms through the Student Advisory Council.

## 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>COMBINATION KG-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>81.9%</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) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) 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 2023-24: A 2022-23: A 2021-22: A 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	105	101	121	142	146	143	90	124	106	1,078
Absent 10% or more school days	0	2	2	10	8	4	4	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	4	8	3	10	2	3	0	0	30
Course failure in Math	0	5	11	1	14	8	9	0	0	48
Level 1 on statewide ELA assessment	0	9	27	27	22	18	23	25	16	167
Level 1 on statewide Math assessment	0	3	13	22	10	21	28	21	12	130
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	4	15	14						33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	4	2	19					26

#### 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	5	11	4	14	8	9	0	0	51

**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		5	7	10	18	9	14	15	7	85
Students retained two or more times				1	1		2	1		5

**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	2	18	23	5	9	19	19	12	10	117
One or more suspensions										0
Course failure in English Language Arts (ELA)	2	4	2	6	5	5	5	2		31
Course failure in Math	2	1	2	5	12	14	9		1	46
Level 1 on statewide ELA assessment				7	9	19	30	13	11	89
Level 1 on statewide Math assessment				1	4	21	27	9	9	71
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										0

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*	72	67	61	74	65	58	67	61	53
Grade 3 ELA Achievement	71	65	62	79	63	59	71	58	56
ELA Learning Gains	61	66	61	73	64	59			
ELA Lowest 25th Percentile	53	58	55	70	58	54			
Math Achievement*	66	69	62	76	68	59	71	63	55
Math Learning Gains	52	65	60	64	66	61			
Math Lowest 25th Percentile	48	59	53	61	63	56			
Science Achievement	65	62	57	66	60	54	75	56	52
Social Studies Achievement*	83	82	74	87	79	72	79	77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration	70	79	75	80	77	71	88	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	64	61	63	64	59	70	62	55

\*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	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	707
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	72%	74%	65%	58%		60%

\* 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	48%	No		
English Language Learners	58%	No		
Hispanic Students	64%	No		
White Students	54%	No		
Economically Disadvantaged Students	63%	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	72%	71%	61%	53%	66%	52%	48%	65%	83%	70%			66%
Students With Disabilities	42%		57%	58%	48%	43%	33%	37%	55%				60%
English Language Learners	61%	68%	59%	52%	62%	50%	49%	53%	69%	45%			66%
Hispanic Students	72%	71%	61%	53%	66%	51%	47%	67%	82%	70%			66%
White Students	50%				58%								
Economically Disadvantaged Students	69%	67%	61%	54%	65%	51%	47%	64%	82%	68%			66%

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	74%	79%	73%	70%	76%	64%	61%	66%	87%	80%			63%
Students With Disabilities	44%		65%	58%	56%	70%	62%	42%					41%
English Language Learners	69%	73%	70%	65%	74%	66%	57%	58%	76%	63%			63%
Black/African American Students	77%		75%		69%	42%							
Hispanic Students	74%	78%	73%	71%	76%	64%	61%	67%	87%	80%			63%
Economically Disadvantaged Students	73%	76%	73%	69%	75%	64%	59%	65%	86%	80%			63%

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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	67%	71%			71%			75%	79%	88%			70%
Students With Disabilities	33%	40%			48%			53%	67%				47%
English Language Learners	62%	70%			68%			59%	75%	86%			67%
Black/African American Students	47%				67%								
Hispanic Students	67%	72%			71%			75%	78%	87%			67%
Economically Disadvantaged Students	67%	71%			71%			74%	81%	89%			68%

## 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	70%	59%	11%	56%	14%
ELA	5	60%	60%	0%	56%	4%
ELA	6	69%	62%	7%	60%	9%
ELA	7	70%	62%	8%	57%	13%
ELA	8	68%	60%	8%	55%	13%
Math	3	75%	69%	6%	63%	12%
Math	4	73%	68%	5%	62%	11%
Math	5	40%	62%	-22%	57%	-17%
Math	6	48%	64%	-16%	60%	-12%
Math	7	72%	54%	18%	50%	22%
Math	8	66%	60%	6%	57%	9%
Science	5	60%	56%	4%	55%	5%
Science	8	23%	46%	-23%	49%	-26%
Civics		77%	74%	3%	71%	6%
Biology		95%	74%	21%	71%	24%
Algebra		69%	59%	10%	54%	15%
Geometry		70%	58%	12%	54%	16%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				



2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

### 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?

---

Analysis of student performance data indicates that the greatest area of improvement occurred in 5th grade Science, where proficiency levels increased from 60% to 65%. This progress is attributed to the implementation of evidence-based instructional supports, including ongoing coaching, structured instructional modeling, and targeted professional development focused on science infusion and the advancement of Science literacy.

##### **Lowest Performance**

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

---

Analysis of student performance data indicates that the lowest-performing component was Math Gains among the lowest 25% of students, with a proficiency rate of 48%. Contributing factors to this outcome included the absence of a stable Math coach, turnover in instructional staff, and a higher proportion of teachers who were new to the profession.

##### **Greatest Decline**

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

---

Analysis of student performance data indicates that the most significant decline was in ELA Gains among the Lowest 25% of students, which decreased by 17 percentage points, from 70% in 2024 to 53% in 2025. Contributing factors to this decline included a higher proportion of teachers who were new to the profession, unusually large learning gains achieved in the prior year that were difficult to sustain, and the loss of an ELA teacher during the school year.

##### **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.

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Analysis of student performance data indicates that the greatest declines were observed in Mathematics. Overall Math proficiency remained at 66%, while Math Gains decreased to 52%,

compared to the district average of 62%. In addition, Math Gains among the Lowest 25% of students declined to 48%, below the district average of 58%. Contributing factors include the absence of consistent instructional coaching in Mathematics, turnover in teaching staff, and the need for additional targeted supports for struggling learners.

### **EWS Areas of Concern**

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

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EWS data highlight two areas of concern: student attendance and literacy proficiency. Grades 1–8 recorded 107 absences, and 78 students scored Level 1 on the ELA FAST assessment, and 62 students scores Level 1 on the Math FAST assessment. Addressing these issues is critical to ensure consistent instruction, accelerate learning, and close achievement gaps.

### **Highest Priorities**

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

---

Based on student performance data, AcadeMir Charter School Preparatory has identified the following top three priorities for the upcoming school year:

#### **1. Increasing Math Gains (All Students)**

Math Gains declined to 52%, which is below the district average of 62%.

#### **2. Increasing Math Gains Among the Lowest 25%**

Math Gains for the Lowest 25% of students declined to 48%, significantly below the district average of 58%.

#### **3. Improving ELA Gains for the Lowest 25% of Students**

ELA Gains for the Lowest 25% decreased by 17 percentage points, from 70% in 2024 to 53% in 2025.

## 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 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.

Between 2024 and 2025, overall Math Proficiency declined from 69% to 55%, with the most significant drops in 5th grade (60% → 41%), 6th grade (79% → 56%), and 8th grade (75% → 48%). While 4th grade showed growth (70% → 77%), the upper grades experienced sharp declines, contributing to the overall drop. This trend underscores the urgent need to strengthen Math foundations in upper elementary and provide targeted supports in middle school to ensure consistent student growth.

#### 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.

By June 2026, AcadeMir Charter School Preparatory will increase overall Math Gains from 52% to at least 60%, as measured by the state assessment, through the implementation of consistent instructional coaching, targeted professional development, and ongoing progress monitoring to inform instructional adjustments.

#### Monitoring

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

The school will strengthen instructional practices through consistent coaching, job-embedded professional development in evidence-based Math strategies, and enhanced use of progress monitoring tools. Emphasis will be placed on aligning instructional delivery with data trends to ensure measurable student growth.

#### Person responsible for monitoring outcome

Sharon Blake (Instructional Coach) and Administration

#### 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:**

Teachers will implement research-based mathematics curriculum materials with fidelity and intentionally incorporate informational text, with an emphasis on Math content, to strengthen students' mathematical reasoning, problem-solving, and academic vocabulary. Cross-curricular connections will be embedded into Math instruction to reinforce real-world application of skills. Implementation will be supported through collaborative planning, monitored via lesson plan reviews and classroom walk-throughs, and refined through ongoing instructional coaching.

**Rationale:**

Using research-based math curriculum materials ensures alignment with evidence-based practices and supports consistent, high-quality instruction. This approach strengthens problem-solving, builds academic vocabulary, and promotes conceptual understanding, leading to measurable growth in mathematics.

**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**

Teachers will implement research-based Math curriculum materials with fidelity, focusing on problem-solving, conceptual understanding, and skill reinforcement during core Math instruction.

**Person Monitoring:**

Sharon Blake (Instructional Coach) and  
Administration

**By When/Frequency:**

Bi-Weekly/ Monthly, Year round

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

Fidelity and effectiveness will be monitored through lesson plan reviews, classroom walk-throughs, and quarterly review of student performance data to ensure alignment with standards and instructional goals.

**Action Step #2**

Provide ongoing, job-embedded professional development and instructional coaching for teachers to strengthen implementation of evidence-based Math strategies and data-driven instructional practices.

**Person Monitoring:**

Sharon Blake (Instructional Coach) and  
Administration

**By When/Frequency:**

Bi-Weekly/ Monthly, Year round

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

Coaching sessions and professional development impact will be evaluated through classroom

observations, PLC discussions, and monthly progress monitoring data to track improvements in student growth and inform instructional adjustments.

## 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.

Math growth for the lowest 25% of students declined from 100% in 2024 to 48% in 2025, well below the district average of 58%. This sharp drop reflects challenges such as not having a stable math coach, several new teachers entering the profession, and experienced teachers leaving the school. The impact was most evident in 5th (41%), 6th (56%), and 8th grade (48%), where struggling learners failed to make expected progress. Without stronger coaching, consistent staffing, and targeted interventions, achievement gaps will continue to widen and limit readiness for advanced coursework.

#### 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.

By June 2026, AcadeMir Charter School Preparatory will increase Math Gains for the Lowest 25% of students from 48% to at least 55%, as measured by the state assessment, through the implementation of targeted intervention programs, small-group instruction, and frequent progress monitoring to guide instructional adjustments.

#### Monitoring

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

To close this achievement gap, the school will implement targeted intervention programs, small-group instruction, and additional support structures. Progress monitoring will be conducted more frequently to inform instructional adjustments and accelerate learning for the most struggling students.

#### Monitoring will include:

- Monthly data reviews to track student progress.
- Classroom observations and walk-throughs to ensure fidelity.
- Bi- Weekly coaching sessions to analyze data, adjust instruction, and share best practices.
- Quarterly reporting to leadership and the School Advisory Council to maintain accountability.

#### Person responsible for monitoring outcome

Sharon Blake (Instructional Coach) and Administration

### **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:**

To increase Math Gains for the Lowest 25% of students from 48% to at least 55%, the school will implement the following evidence-based interventions: Small-Group Targeted Instruction: Students will receive differentiated small-group instruction based on formative assessment data, focusing on foundational skills and grade-level standards. Research-Based Math Curriculum: Teachers will use research-based instructional materials with fidelity, emphasizing problem-solving, conceptual understanding, and skill reinforcement. Progress Monitoring and Data-Driven Instruction: Frequent assessments will guide instructional decisions, allowing teachers to adjust pacing and interventions to address specific learning gaps. Professional Development and Coaching: Teachers will participate in job-embedded coaching and professional development focused on evidence-based strategies for supporting struggling math learners. Grade-Level Implementation: All Grades (K–8): Small-group interventions will be scheduled during core Math blocks, with scaffolded support based on ongoing formative assessments.

### **Rationale:**

These evidence-based interventions target the specific needs of the Lowest 25%, providing small-group support, research-aligned curriculum, and data-driven instructional adjustments. Ongoing teacher coaching ensures fidelity, creating a focused, responsive approach that is expected to increase math proficiency and accelerate student growth.

### **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**

Provide targeted small-group instruction for students in the Lowest 25%, focusing on foundational math skills, gap remediation, and problem-solving strategies during core instruction and intervention periods.

### **Person Monitoring:**

Sharon Blake (Instructional Coach) and Administration

### **By When/Frequency:**

Bi-Weekly/ Monthly, Year round

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

Student progress will be tracked through weekly formative assessments and benchmark exams, with results reviewed in weekly PLC meetings to guide instructional adjustments.

### **Action Step #2**

Provide ongoing coaching and professional development for teachers to strengthen instructional practices for the Lowest 25%, ensuring effective implementation of research-based strategies and targeted interventions.

**Person Monitoring:**

Sharon Blake (Instructional Coach) and Administration

**By When/Frequency:**

Bi-Weekly/ Monthly, Year round

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

Coaching effectiveness will be monitored through classroom observations, lesson plan reviews, and monthly review of student progress data to evaluate improvements in instruction and student outcomes.

### **Area of Focus #3**

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.

#### **Improving ELA Gains for the Lowest 25% of Students**

ELA Gains for the Lowest 25% decreased by 17 percentage points, from 70% in 2024 to 53% in 2025. Contributing factors included staffing changes, new-to-the-profession teachers, and an unusually high level of gains the prior year.

#### **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.

By June 2026, AcadeMir Charter School Preparatory will increase ELA Gains for the Lowest 25% of students from 53% to at least 62%, as measured by the state assessment, through targeted literacy interventions, small-group instruction, and ongoing progress monitoring to address learning gaps and accelerate growth.

#### **Monitoring**

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

To address this decline, the school will provide consistent coaching and mentoring for new teachers, implement evidence-based literacy interventions, and strengthen cross-curricular literacy opportunities. Progress monitoring data will be used to identify gaps early and ensure targeted supports accelerate student growth.



**Person responsible for monitoring outcome**

Alexandra Caridad, Marlene Lorie (Instructional Coaches) and Administration

**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:**

To address this decline, the school will provide consistent coaching and mentoring for new teachers, implement evidence-based literacy interventions, and strengthen cross-curricular literacy opportunities. Progress monitoring data will be used to identify gaps early and ensure targeted supports accelerate student growth.

**Rationale:**

These strategies are evidence-based and directly target the needs of the Lowest 25% of students. Consistent coaching and mentoring support teacher effectiveness, while targeted literacy interventions and cross-curricular literacy opportunities provide multiple pathways for skill development. Ongoing progress monitoring ensures timely identification of gaps and allows for data-driven adjustments, increasing the likelihood of measurable growth in ELA 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**

Implement targeted, small-group literacy interventions for the Lowest 25% of students, focusing on foundational reading skills, comprehension, and academic vocabulary.

**Person Monitoring:**

Alexandra Caridad, Marlene Lorie (Instructional Coaches) and Administration

**By When/Frequency:**

Bi-Weekly/ Monthly, Year round

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

Student progress will be tracked through weekly formative assessments, benchmark exams, and progress monitoring reports. Data will be reviewed in weekly PLCs, and instructional adjustments will be made as needed.

**Action Step #2**

Provide ongoing coaching and mentoring for new teachers to ensure effective delivery of evidence-based literacy strategies and integration of cross-curricular literacy opportunities.

**Person Monitoring:**

Alexandra Caridad, Marlene Lorie (Instructional Coaches) and Administration

**By When/Frequency:**

Bi-Weekly/ Monthly, Year round

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

Coaching effectiveness will be monitored through classroom observations, lesson plan reviews, and feedback sessions. Teacher growth and implementation fidelity will be discussed in PLCs and reviewed quarterly by school leadership.

## 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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#### Description:

During the previous school year, AcadeMir Charter School Preparatory recorded 107 absences across grades 1–8. Frequent absences disrupt instructional continuity, limit exposure to grade-level content, and reduce opportunities for mastery and collaborative learning.

#### Impact on Student Learning:

Chronic absenteeism hinders students' progress in core subjects, leading to lower proficiency, decreased engagement, and widened achievement gaps. Improving attendance is critical to ensure consistent access to instruction and equitable academic growth.

#### Rationale:

Prior year data highlighted 107 absences, showing that absenteeism significantly affects student learning across grade levels. Addressing this need is essential to support academic achievement, engagement, and participation in interventions and enrichment opportunities.

#### 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.

---

By June 2026, AcadeMir Charter School Preparatory will reduce total absences in grades 1–8 by 20%, from 107 to no more than 86 absences, by implementing proactive attendance strategies, monitoring student attendance daily, and providing targeted interventions for chronically absent students.

#### 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.

---

**Monitoring Plan:**

Student attendance will be monitored daily through the school's attendance tracking system, with patterns of chronic absenteeism identified and addressed promptly. Monthly attendance reports will be reviewed by school leadership and discussed in grade-level Professional Learning Communities (PLCs) to coordinate interventions, such as parent outreach, attendance contracts, and in-school support.

**Impact on Student Achievement:**

Ongoing monitoring of attendance will allow the school to identify at-risk students early, provide timely support, and reduce instructional gaps caused by absenteeism. By ensuring consistent student participation in classroom instruction and intervention programs, monitoring will directly support improved engagement, mastery of grade-level standards, and overall academic growth.

**Person responsible for monitoring outcome**

Aurora Sosa & Lisa McDaniel (Counselors) and Administration

**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:**

ACSP will implement daily attendance monitoring to identify at-risk students and provide targeted supports, including parent outreach, mentoring, and positive reinforcement programs. Progress will be tracked through daily and monthly reports, reviewed in PLCs, and reported quarterly to leadership to ensure timely interventions and improved student attendance.

**Rationale:**

Daily monitoring and targeted support allow the school to identify students with emerging attendance issues early and address barriers promptly. Evidence shows that proactive communication with families, mentoring, and positive reinforcement increases student engagement and reduces chronic absenteeism, ensuring consistent instructional time and supporting improved academic outcomes.

**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**

Daily Attendance Monitoring and Reporting

**Person Monitoring:**

Aurora Sosa & Lisa McDaniel (Counselors) and

**By When/Frequency:**

Daily

Administration

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

Teachers, counselors and administrative staff will track student attendance daily, identify patterns of absences, and communicate promptly with families regarding attendance concerns.

**Action Step #2**

The school counselor(s) and the Dean will retrieve attendance reports at Interim Progress Report and Report Card time in order to communicate with parents to be proactive with students accumulating excessive absences.

**Person Monitoring:**

Aurora Sosa & Lisa McDaniel (Counselors) and  
Administration

**By When/Frequency:**

Monthly/ Year Round

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

Reviewing attendance at Interim and Report Card periods allows counselors and the Dean to identify students with excessive absences early. Proactive parent communication and timely support help reduce absenteeism, maintain instructional continuity, and improve student achievement.

## 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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SIP will be discussed at every EESAC meeting and shared with all parental stakeholders at the annual Title 1 meeting. This SIP is also used to develop the PFEP after discussion at an EESAC meeting. It is available on the school website: <http://www.academircharterschoolpreparatory.com/acsp-title-1-2/#1724788799201-91421753-f2a0>

#### 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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<http://www.academircharterschoolpreparatory.com/acsp-title-1-2/#1724788799201-91421753-f2a0>

#### 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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AcadeMir Charter School Preparatory (ACSP) is focused on strengthening the academic program by investing in acceleration initiatives beginning in the primary grades to cultivate a culture of high achievement that extends through eighth grade. Emphasis is placed on the identification of students

ready for accelerated learning, particularly in mathematics, and providing targeted support to ensure success in advanced coursework. The school aligns curriculum with accelerated mathematics pathways and offers multiple enrichment opportunities, including STEM-based initiatives, project-based learning, and cross-curricular integration. These strategies increase the amount and quality of learning time, foster deeper conceptual understanding, and provide students with enriched, accelerated experiences to meet and exceed grade-level standards.

**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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AcadeMir Charter School Preparatory integrates its School Improvement Plan with federal, state, and local programs to enhance student achievement and support overall well-being. The school collaborates with Title I and state-supported academic initiatives to provide targeted interventions, aligns enrichment and STEM programs with local resources, and coordinates with nutrition programs to ensure students have access to healthy meals. Additionally, ACSP leverages social-emotional supports, mentoring, and family engagement initiatives to address barriers to learning. These coordinated efforts ensure that students receive comprehensive academic, social, and emotional support, creating an environment that fosters consistent attendance, accelerated learning, and equitable access to enrichment opportunities.

## 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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ACSP aligns its practices with, and formally adheres to, the Miami-Dade County Public Schools (MDCPS) Mental Health Plan, maintaining an active and collaborative partnership with MDCPS mental health liaisons. To further support student well-being, ACSP employs a Dean of Discipline dedicated to middle school support and a full-time counselor responsible for implementing mental health initiatives schoolwide. In addition, ACSP is recognized as a Positive Behavioral Interventions and Supports (PBIS) model school and reinforces its Values Matters curriculum through a structured system of points and positive incentives, administered on both monthly and quarterly cycles.

#### 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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N/A

#### 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)).

---

ACSP faculty and staff have received formal training on the tiered model of mental health support, ensuring a comprehensive and systematic approach to student well-being. The school is fully aligned with, and has formally adopted, the Miami-Dade County Public Schools (MDCPS) Mental Health Plan to ensure consistency with districtwide protocols. ACSP adheres to a progressive discipline framework that emphasizes restorative practices and provides students with opportunities to reflect upon and correct behaviors. School counselors are professionally trained to support students in navigating academic, social, and emotional challenges. Additionally, the implementation of the Positive Behavioral Interventions and Supports (PBIS) model serves as a cornerstone in fostering a

safe, supportive, and positive learning environment for all students.

**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 development was provided to all staff members during pre-service week and continues to be offered throughout the school year. The Educational Excellence School Advisory Council (EESAC), in collaboration with the leadership team, contributes input in determining professional development opportunities that support student achievement and strengthen professional capacity. In addition, teachers are encouraged to participate in professional development sessions that align with their individual growth goals and the District Professional Growth Tool (DPGT). Furthermore, the school has established Professional Learning Communities (PLCs), which will convene throughout the school year with a targeted focus on classroom management, data-driven instruction, and differentiated practices to promote continuous instructional improvement and enhanced student outcomes.

**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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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

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00