

Miami-Dade County Public Schools

ACADEMIR PREPARATORY HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of the AcadeMir Preparatory High School is to prepare students to be leaders in global innovation by engaging them in rigorous, relevant, and integrated collaborative learning experiences with a STEAM focus. Providing authentic interdisciplinary educational experiences that promote critical thinking skills, leadership and collaboration are cultivated and refined to meet 21st century readiness for college, careers and civic participation.

Provide the school's vision statement

The vision of AcadeMir 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. Our goal is to instill in students critical thinking skills, a global perspective, and empower them to meet current and future challenges to develop social awareness, civic responsibility, entrepreneurship, and personal growth.

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

John C. Lux

jlux@academirpreparatoryhighschool.com

Position Title

Principal

Job Duties and Responsibilities

The Principal initiates, manages, and drives the SIP. They ensure it reflects data-based goal-setting, complies with Florida standards, engages stakeholders, and is actively used as a living document to guide improvement.

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

Angela Ramirez

aramirez@academirpreparatoryhighschool.com

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal serves as a bridge between vision and practice, working in conjunction with the principal and leadership team to bring the School Improvement Plan to life. She operationalizes data-driven strategies, supports teachers, oversees logistics, and engages the school community, all within the frameworks set by Florida's and AcadeMir's rules and standards. Her work is both administrative and instructional, turning improvement plans into meaningful student results.

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

Marlene Lorie

mlorie@academirpreparatoryhighschool.com

Position Title

Academic Coach

Job Duties and Responsibilities

The instructional or academic coach is a central engine converting SIP strategy into instructional practice improvements. Mrs. Lorie uses learning principles, data analysis, and high-impact coaching to build teacher capacity, align instruction with SIP goals, and accelerate progress toward student achievement targets. Her effectiveness hinges on being positioned as a non-evaluative, collaborative partner to teachers grounded in trusted relationships and actionable support.

Leadership Team Member #4**Employee's Name**

Layda Lamons

llamons@academirpreparatoryhighschool.com

Position Title

EESAC Chair

Job Duties and Responsibilities

Mrs. Lamons ensures that all stakeholder voices are heard and that the School Improvement Plan is shaped collaboratively, aligned to statutory requirements, resourced appropriately, and overseen with transparency. She facilitates EESAC meetings and drives *authentic engagement* and actionable decision-making that directly shapes the academic trajectory of the school.

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.

At AcadeMir Prep High, the Educational Excellence School Advisory Council (EESAC), led by the principal, anchors stakeholder engagement. The SAC includes teachers, staff, parents, community/business representatives, and students' input.

The SIP process begins with a comprehensive needs assessment, where staff, leadership, parents, students, and business/community members review academic and climate data and identify priorities for improvement. Committees draft school goals, strategies, timelines, and resources. EESAC members provide feedback to refine targets and action steps and formally approve the plan.

Teachers and school staff actively participate in committees to propose evidence-based instructional strategies. Parents and families offer input through EESAC meetings and surveys and help shape engagement strategies aligned to SIP goals. Secondary students engage through the student government to ensure their perspectives are heard. Community and business leaders contribute by advising on resource alignment, career readiness initiatives, and support services.

Once finalized, the SIP is shared via EESAC, staff and parent meetings, translated summary pages, and posted online. Updates on progress are provided quarterly to all stakeholder groups.

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)).

At AcadeMir Preparatory High School, the School Improvement Plan (SIP) is monitored through a structured, ongoing cycle of review by the School Leadership Team and Educational Excellence School Advisory Council (EESAC). Progress toward SIP goals is evaluated quarterly using benchmark assessments, classroom walkthrough data, and subgroup performance metrics, particularly for students demonstrating the largest achievement gaps, including English Language Learners (ELLs), students with disabilities, and economically disadvantaged students.

Instructional leaders analyze disaggregated data to determine the effectiveness of strategies and interventions. Results are shared with stakeholders, including teachers, parents, and students, through EESAC meetings, staff development sessions, and family engagement events. If data indicates that progress is not on track, the leadership team collaborates with stakeholder groups to revise goals, adjust instructional strategies, and reallocate resources as needed.

Stakeholder feedback is gathered regularly through surveys, EESAC discussions, and focus groups, ensuring the plan remains responsive to student needs. The SIP is treated as a living document, with updates documented in meeting minutes and submitted through Florida's Continuous Improvement Management System (CIMS)

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	80.8%
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)	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: C 2023-24: 2022-23: 2021-22: 2020-21:

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	71	72	0	0	143
Absent 10% or more school days	17	8	0	0	25
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment		22	0	0	22
Level 1 on statewide Algebra assessment		025	0	0	25

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
	9	10	11	12	
Students with two or more indicators					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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					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
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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*	58	62	59	60	55	50	55		50
Grade 3 ELA Achievement									
ELA Learning Gains	68	60	58	58	57				
ELA Lowest 25th Percentile		55	56	55	55				
Math Achievement*	39	54	49	51	45	43	38		
Math Learning Gains	33	50	47	50	47				
Math Lowest 25th Percentile		54	49	56	49				
Science Achievement		71	72	68	68	62	64		
Social Studies Achievement*		78	75	73	71	69	66		
Graduation Rate		93	92	92	90	89	89		
Middle School Acceleration									
College and Career Acceleration		78	69	74	67	70	65		
Progress of ELLs in Achieving English Language Proficiency (ELP)		56	52	57	49	49	45		

*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	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	198
Total Components for the FPPI	4
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
50%						

* 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%
English Language Learners	42%	No		
Hispanic Students	50%	No		
Economically Disadvantaged Students	49%	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.
All Students	58%		68%		39%	33%				
English Language Learners	47%		67%		35%	18%				
Hispanic Students	58%		69%		39%	32%				
Economically Disadvantaged Students	59%		63%		41%	31%				

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	9	38%	56%	-18%	56%	-18%
Algebra		31%	59%	-28%	54%	-23%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Academir Preparatory High School is a newly established institution and, as such, does not yet have schoolwide data from previous years to evaluate longitudinal progress. However, the school leverages individual student assessment data from prior educational settings to inform instruction and set academic goals. Upon enrollment, students' standardized test scores, diagnostic assessments, and academic records are reviewed to identify strengths, gaps, and trends.

This individualized approach revealed that Mathematics is an area of need for many incoming students, while English Language Arts (ELA) emerged as a relative strength. In response, the school has prioritized targeted math interventions, including small-group instruction, use of adaptive learning platforms, and increased instructional time focused on foundational skills. Teachers receive professional development specifically geared toward math instruction and differentiation to meet diverse learner needs.

ELA instruction continues to build on student strengths through standards-aligned curriculum, cross-curricular literacy strategies, and enrichment opportunities that promote critical thinking and advanced comprehension skills.

Although aggregate schoolwide data is not yet available, Academir uses student-level growth and progress monitoring to assess instructional effectiveness and guide academic planning. As the school builds its data history, these systems will support continuous improvement and data-driven decision-making.

Lowest Performance

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

As a newly opened school, Academir Preparatory High School does not yet have schoolwide historical data to analyze trends. However, based on the individual student data available from prior schools, Mathematics showed the lowest performance overall. Diagnostic assessments and state test scores revealed that many incoming students were performing below grade level in key math areas, particularly in problem-solving, number sense, and algebraic thinking.

Contributing factors to this low performance include gaps in foundational math skills, inconsistent instructional quality in previous educational settings, and learning disruptions caused by the

COVID-19 pandemic. Additionally, many students entered with low confidence in math, which has impacted their engagement and persistence when faced with challenging content.

While it is too early to identify long-term trends at Academir, the initial data suggests a consistent need for intensified support in mathematics. In response, the school has implemented targeted interventions, increased instructional time for math, and provided professional development focused on effective math teaching strategies. Progress monitoring tools are now in place to track student growth and adjust instruction as needed.

Greatest Decline

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

As a newly established school, Academir Preparatory High School does not yet have year-over-year schoolwide data to measure declines across data components. However, when reviewing individual student performance data from the prior academic year at their previous schools, the most noticeable decline occurred in **Mathematics** scores for many students.

This decline is attributed to several key factors. First, learning disruptions from the COVID-19 pandemic had a lasting impact on foundational math skills, particularly for students who experienced remote or inconsistent instruction. Second, many students demonstrated math anxiety and low confidence, which affected their performance on assessments. Lastly, there were gaps in conceptual understanding and problem-solving strategies, especially in upper-grade math standards such as algebraic reasoning and multi-step operations.

To address this, Academir has prioritized math instruction through increased instructional time, targeted small-group interventions, use of adaptive math software, and professional development for teachers focused on best practices in math education. These efforts aim to close learning gaps and reverse the downward trend in student math achievement.

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.

Based on available individual student data from prior schools, **Mathematics** showed the greatest gap when compared to the state average at Academir Preparatory High School. A significant number of students entered performing below proficiency levels, with scores well under the state benchmarks in key math domains such as number operations, algebraic thinking, and problem-solving.

Several factors contributed to this gap:

1. **Interrupted Learning:** Many students experienced learning loss due to the COVID-19 pandemic, particularly in math, where skill-building is sequential and cumulative.
2. **Foundational Gaps:** Students arrived with inconsistent mastery of basic math skills, which hindered their ability to engage with grade-level content.
3. **Instructional Gaps:** Varied instructional quality and lack of targeted intervention in previous

schools contributed to widening the achievement gap.

4. **Math Confidence:** A common trend among students was low confidence and high anxiety in math, which negatively impacted both performance and engagement.

Although the school is new and does not yet have its own state testing data to establish a full comparison, this observed performance gap in math compared to state standards has informed Academir's immediate focus on strengthening math instruction. The school has implemented early diagnostics, increased math instructional time, and provided staff training on intervention strategies. These steps aim to close the gap and ensure students make accelerated progress toward proficiency.

EWS Areas of Concern

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

Reflecting on the Early Warning System (EWS) data from Part I, two potential areas of concern stand out:

1. **Chronic Absenteeism:** A significant number of students show patterns of chronic absenteeism, which can negatively impact academic performance and engagement. Consistent attendance is critical to mastering coursework, and ongoing absences may hinder students' ability to keep pace with grade-level expectations.
2. **Course Failures, Especially in Mathematics:** The data indicate a higher rate of End of Course assessment (EOC) failures in math compared to other subjects. This aligns with the identified academic gaps and suggests that students are struggling to meet the rigor of the curriculum, potentially increasing dropout risk if not addressed.

Addressing these concerns will require targeted interventions, including attendance monitoring and support programs, as well as focused academic support and engagement strategies in math. Early identification and proactive support can help mitigate these risks and improve student outcomes.

Highest Priorities

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

Here are Academir Preparatory High School's top five priorities for school improvement in the upcoming year:

1. **Strengthen Mathematics Instruction and Interventions:** Address foundational gaps and improve student proficiency through targeted interventions, extended learning time, and professional development focused on math pedagogy.
2. **Reduce Chronic Absenteeism:** Implement attendance monitoring systems and family engagement strategies to improve student attendance and increase instructional time.
3. **Expand Access to Advanced Coursework:** Increase availability of dual enrollment, AP, and honors classes to challenge students and promote college and career readiness.
4. **Enhance Social-Emotional Support Services:** Provide robust counseling, mentoring, and mental health resources to support students' well-being and improve behavior and engagement.

5. **Improve Data-Driven Instructional Practices:** Build staff capacity to analyze and use assessment data effectively to personalize instruction and monitor student progress across all subjects.

Focusing on these priorities will promote academic growth, student engagement, and overall school success.

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.

Area of Focus Description and Rationale

For **Grades 9-12** at Academir Preparatory High School, the primary Area of Focus is **Mathematics Achievement and Proficiency**. Data from individual student records and prior assessments revealed consistent underperformance in math, with many students demonstrating gaps in foundational skills such as number sense, algebraic reasoning, and problem-solving. This low math proficiency directly affects students' ability to succeed in advanced coursework and limits postsecondary opportunities in STEM-related fields.

This focus was identified as a crucial need through analysis of prior year individual assessment data, which showed math scores significantly below state averages and a higher rate of course failures in math compared to English Language Arts. Additionally, Early Warning System indicators highlighted math failures as a predictor of dropout risk and overall academic struggle.

By targeting mathematics instruction and intervention across all high school grade levels, Academir aims to close learning gaps, increase student confidence, and improve achievement outcomes.

Strengthening math skills is essential for ensuring students graduate college- and career-ready, as math proficiency is a key predictor of postsecondary success and workforce readiness.

Focused professional development, extended learning opportunities, and progress monitoring will support this Area of Focus, helping to elevate student performance and create a strong foundation for future academic and career pathways.

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.

Measurable Outcome

Based on prior year individual student data, Academir Preparatory High School identified that only **35%** of incoming 9th-12th graders met grade-level proficiency standards in Mathematics, significantly below the state average of **55%**.

The school's measurable outcome for the upcoming year is to increase the percentage of students meeting or exceeding grade-level proficiency in Mathematics to **50%** by the end of the academic year. This represents a **15-percentage point growth** from baseline data.

Progress will be tracked quarterly through benchmark assessments and formative data to ensure students demonstrate consistent growth. Additionally, the school aims to reduce the percentage of students failing math courses by **20%** compared to prior year individual records.

For English Language Arts (ELA), where proficiency was stronger at **65%**, the goal is to maintain or improve this proficiency rate to at least **70%** by the end of the year through continued targeted instruction and enrichment.

These data-based, objective outcomes will guide instructional planning and resource allocation, with regular monitoring to ensure accountability and timely adjustments to interventions.

Monitoring

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

Academir Preparatory High School will monitor the Area of Focus on Mathematics through a multi-layered system to ensure effective implementation and impact.

Implementation Monitoring:

- **Regular Data Review:** Teachers and leadership will analyze quarterly benchmark assessment results and formative data to track student progress and identify areas needing additional support.
- **Classroom Observations:** Instructional coaches and administrators will conduct frequent observations focused on math instruction quality, use of intervention strategies, and student engagement.
- **Professional Development Follow-Up:** Attendance and application of professional learning related to math teaching strategies will be tracked to ensure staff are equipped to meet student needs.

Impact Monitoring:

- **Student Growth Measures:** Growth will be measured through comparison of baseline data to end-of-year math proficiency rates and reductions in course failure rates.
- **Early Warning System Data:** Attendance, behavior, and course performance indicators will be reviewed to assess overall student engagement and risk factors related to math achievement.
- **Feedback Loops:** Regular teacher, student, and parent surveys will gather qualitative data on the effectiveness of math interventions and supports.

The school leadership team will meet monthly to review all data sources, adjust instructional plans, and allocate resources as needed. This ongoing monitoring ensures that strategies remain responsive, supports are targeted, and the school stays on track to meet its measurable math achievement goals.

Person responsible for monitoring outcome

John Lux, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve mathematics outcomes across grades 9-12, Academir Preparatory High School is implementing the following evidence-based interventions: 1. **Explicit, Systematic Math Instruction:** Using programs like *Do The Math* and *Math in Focus*, teachers deliver structured, research-backed lessons that build foundational skills and gradually increase complexity. This approach has been proven to improve math fluency and conceptual understanding. 2. **Small-Group Targeted Interventions:** Students identified with gaps receive additional support through targeted small-group instruction, focusing on specific skill deficits. This strategy is supported by evidence showing that personalized, focused interventions increase math achievement. 3. **Use of Adaptive Learning Technology:** Platforms such as *ALEKS* or *Khan Academy* provide personalized learning paths and real-time feedback, allowing students to practice at their own pace and teachers to monitor progress efficiently. 4. **Professional Development on Data-Driven Instruction:** Ongoing training equips teachers to analyze assessment data and adjust instruction accordingly, ensuring interventions are responsive to student needs. **Monitoring of Interventions** **Data Tracking:** Student progress is tracked through benchmark assessments, formative quizzes, and adaptive software reports to measure growth and identify students needing further support. **Fidelity Checks:** Instructional coaches conduct classroom observations and review lesson plans to ensure interventions are delivered as designed. **Regular Review Meetings:** The leadership team meets monthly to analyze intervention effectiveness, review data trends, and adjust strategies as needed. **Stakeholder Feedback:** Teachers, students, and parents provide input on intervention impact through surveys and focus groups, informing continuous improvement. This multi-faceted approach ensures that evidence-based practices are implemented with fidelity and are effective in raising math achievement for all students.

Rationale:

Mathematics proficiency was identified as the greatest area of need for Academir Preparatory High School based on individual student data from prior years, showing significant gaps compared to state averages and higher rates of course failure. Research consistently demonstrates that explicit, systematic instruction combined with targeted interventions effectively closes learning gaps in math by reinforcing foundational skills and promoting deeper conceptual understanding. Small-group instruction allows for personalized support tailored to students' specific needs, which is critical given the varied skill levels upon enrollment. Adaptive learning technologies provide immediate feedback and differentiated practice, increasing student engagement and supporting mastery at an individualized pace. Professional development focused on data-driven instruction empowers teachers to make informed decisions and adjust teaching strategies, which is essential for sustaining improvement. Monitoring fidelity ensures that interventions are implemented as intended, maximizing their effectiveness. Together, these evidence-based interventions address the root causes of low math achievement and provide a comprehensive, research-backed approach to improving outcomes. This rationale supports the school's commitment to closing achievement gaps and preparing students for college and career readiness.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

1. Implement Targeted Small-Group Math Interventions 2. Provide Ongoing Professional Development on Data-Driven Math Instruction 3. Integrate Adaptive Learning Technology in Math Classes

Person Monitoring:

Marlene Lorie

By When/Frequency:

Weekly

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

****Action Steps to Address Mathematics Area of Focus**** 1. ****Implement Targeted Small-Group Math Interventions**** *Person Responsible:* Math Department Chair and Instructional Coach * Identify students needing additional support through diagnostic assessments. * Schedule and deliver regular small-group sessions focused on foundational skills and problem-solving. 2. ****Provide Ongoing Professional Development on Data-Driven Math Instruction**** *Person Responsible:* Instructional Coach and School Leadership * Organize monthly workshops on analyzing assessment data and differentiating instruction. * Support teachers with coaching and feedback to apply strategies effectively in the classroom. 3. ****Integrate Adaptive Learning Technology in Math Classes**** *Person Responsible:* Technology Coordinator and Math Teachers * Select and implement an adaptive math platform (e.g., ALEKS or Khan Academy). * Train teachers and students on platform use and monitor progress through data reports. These coordinated actions ensure that evidence-based interventions are fully implemented, monitored, and adjusted to meet student needs and improve math achievement.

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.

At AcedMir Preparatory High School, our focus is on reducing unexcused absences, particularly in 9th and 10th grades, where we saw a significant drop in daily attendance. We plan to incorporate early warning systems, student attendance contracts, and credit recovery support to ensure students remain on track for graduation. Consistent attendance is directly linked to academic performance. Chronically absent students (missing 10% or more of school days) often fall behind in core subjects,

develop disengagement, and face lower graduation rates. Improving attendance ensures students are present for instruction, assessments, and social-emotional learning, thereby improving achievement outcomes and long-term success.

- For high school, the average daily attendance dropped below 90%, with 9th and 10th grade students showing the highest rates of unexcused absences—closely aligned with lower scores on State Assessments.

This data informed our decision to prioritize attendance across all grade bands as a crucial area of focus. The goal is to implement tiered supports, increase family engagement, and provide early intervention strategies to reduce chronic absenteeism and support student 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.

During the 2024–2025 school year, 24% of students at Academir Preparatory High School were identified as chronically absent, defined as missing more than 10% of school days. This rate reflects a significant barrier to academic success and student engagement. The average daily attendance dropped below 90%, with 9th-grade students exhibiting the highest rates of absences, closely aligned with lower State Assessment scores. This data informed our decision to prioritize attendance across all grade bands as a crucial area of focus. The goal is to implement tiered support systems, increase family engagement, and provide early intervention strategies to reduce chronic absenteeism and promote student success. Reducing chronic absenteeism is a critical component of Academir Preparatory High School's school improvement plan. By setting data-driven, grade-specific targets and implementing targeted interventions, the school aims to foster consistent attendance, close achievement gaps, and support all students in reaching their academic and post-secondary goals. Improving engagement and accountability through advisory check-ins and parental involvement.

2024–2025 Chronic Absenteeism Rate: 24%

2025–2026 Target: Reduce to 17%

Measurable Outcome:

By June 2026, decrease the 10th-grade chronic absenteeism rate from 24% to 17% by implementing quarterly attendance intervention plans, teacher-student conferences, and real-time parent notifications for unexcused absences.

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.

To ensure meaningful progress toward reducing chronic absenteeism, Academir Preparatory High School will implement a multi-tiered, data-driven monitoring system throughout the 2025–2026 school year. This system will track student attendance trends, identify at-risk students early, and apply timely interventions across all grade levels—with a specific emphasis on supporting rising 9th-grade

students as they transition into high school.

Monitoring Strategies:

1. Weekly Attendance Data Reviews:

- School leadership, counselors, and attendance teams will conduct weekly attendance audits using SIS reports.
- Students with emerging attendance concerns (e.g., 3+ absences in a month) will be flagged for early intervention.

2. Tiered Support Tracking (MTSS Framework):

- Tier 1: Universal strategies such as schoolwide attendance incentives, awareness campaigns, and parent newsletters.
- Tier 2: Targeted interventions like parent conferences, attendance contracts, and peer mentoring.
- Tier 3: Intensive supports including social work referrals, home visits, or individualized attendance recovery plans.

3. Parent Communication Logs:

- All communication with families (calls, emails, letters) will be logged and reviewed monthly to ensure proactive outreach and follow-up.

4. Advisory Check-Ins:

- Teachers will conduct biweekly advisory check-ins with students to discuss attendance and provide guidance/support.

5. Quarterly Attendance Progress Reports:

- Progress toward grade-level attendance goals will be reviewed quarterly by the administration.
- Data will be disaggregated by subgroup (ELL, ESE, and economically disadvantaged) to ensure equity in intervention and progress.

6. Student Attendance Dashboards:

- Individual dashboards will be created for chronically absent students to track improvements and set goals collaboratively with counselors or mentors.

Impact on Student Achievement – Focus on Rising 9th Graders

Transitioning from middle school to high school is a critical time when attendance patterns are often disrupted. Ongoing monitoring of attendance in rising 9th-grade students will directly impact academic achievement by:

• Early Identification & Support:

Frequent monitoring allows staff to identify disengaged 9th graders within the first few weeks of school, preventing chronic absenteeism from taking root. Students who are supported early are more likely to stay on track academically.

• Strengthening High School Habits:

Regular advisory check-ins and attendance goal-setting will help 9th-grade students develop

accountability and understand the connection between showing up and success.

- Improved Course Performance:

Data from prior years shows that students with better attendance in 9th grade perform significantly better in core subjects (ELA, Algebra I). Monitoring ensures students are present for instruction and interventions, increasing their likelihood of earning credits.

- On-Track to Graduate Metrics:

By improving attendance early in high school, rising 9th-grade students are more likely to be on track for graduation by the end of the year—an early predictor of overall high school success.

Person responsible for monitoring outcome

John Lux

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 achieve measurable reductions in chronic absenteeism across all grade levels, Academir Preparatory High School is implementing a multi-tiered approach grounded in evidence-based practices that meet the criteria outlined in ESEA Section 8101(21)(A) and (B). These practices have demonstrated positive impacts on improving attendance, engagement, and academic outcomes, particularly for at-risk student populations. Selected Evidence-Based Interventions by Grade Level 1. Positive Behavioral Interventions and Supports (PBIS) – Tiers 1–3 Grade Levels: 9–10 ESSA Evidence Level: Moderate (Tier 2) Description: PBIS establishes consistent expectations for student behavior and includes a framework for recognizing positive attendance patterns schoolwide. At the Tier 1 level, all students receive universal messaging and incentives for consistent attendance. Tiers 2 and 3 include small group or individual interventions, such as attendance contracts or behavior supports, for students at risk of chronic absenteeism. Monitoring: Weekly reviews of student behavior and attendance logs. PBIS team meetings track attendance improvements tied to intervention plans. Data is disaggregated by tier level and student subgroup. 2. Attendance Mentorship Program Grade Levels: Focus on Grades 9 and 10 ESSA Evidence Level: Strong (Tier 1) Description: Modeled after Johns Hopkins University’s “Success Mentors” framework, the school will pair at-risk 9th and 10th-grade students with staff or peer mentors. Mentors meet with students weekly to build relationships, set attendance goals, and troubleshoot barriers to coming to school. Monitoring: Attendance data tracked biweekly for mentored students. Mentors log session notes in a shared tracker reviewed by the Attendance Team. Mid-year and end-of-year progress reports compare mentored vs. non-mentored student attendance trends. 3. Early Warning Intervention and Monitoring System (EWIMS) Grade Levels: 9–12 (with early focus on Grade 9) ESSA Evidence Level: Promising (Tier 3) Description: EWIMS uses real-time data to identify students who exhibit risk indicators (attendance, behavior, course performance) and initiate structured interventions. The system supports early identification of rising 9th graders most in need of support during the transition to high school. Monitoring: EWIMS dashboard is updated weekly with SIS integration. Early warning indicators reviewed during monthly data team meetings. Students flagged for risk receive intervention tracking plans with progress monitoring. 4. Family Engagement Outreach & Home Visits (Check & Connect

model) Grade Levels: 9–12 ESSA Evidence Level: Strong (Tier 1) Description: Inspired by the "Check & Connect" model, this intervention includes family outreach through calls, attendance letters, and home visits by attendance liaisons. The goal is to re-engage families of students with repeated absences and build collaborative plans for attendance improvement. Monitoring: Family contact logs maintained in SIS. Documentation of follow-ups and plans developed during home visits. Attendance team tracks post-intervention outcomes (e.g., increased attendance within 30 days). Alignment with ESSA Evidence Standards All selected interventions meet the definition of evidence-based as outlined in 20 U.S.C. § 7801(21)(A) and (B): (A)(i): Interventions are backed by strong, moderate, or promising evidence from well-designed studies. (B): Interventions demonstrate a rationale based on high-quality research or evaluation and include plans for ongoing progress monitoring. How Interventions Will Be Monitored Across the Area of Focus To ensure fidelity and effectiveness of the interventions: Data Collection & Review Weekly and monthly attendance reports will track progress toward grade-level goals. Disaggregated data will inform intervention effectiveness across subgroups (ELL, SWD, low-income). Progress Monitoring Tools SIS-integrated dashboards (e.g., EWIMS) provide real-time tracking of individual and cohort data. Mentor logs, PBIS reports, and intervention tracking sheets provide qualitative and quantitative evidence. Leadership Oversight The school's Attendance and MTSS teams will meet monthly to review intervention implementation, adjust supports, and report progress to administration. Reporting & Accountability Quarterly reports will be shared with district-level leadership and used to inform SIP updates. Parent and community updates will be communicated through newsletters and family engagement events.

Rationale:

During the 2024–2025 school year, 24% of students at Academir Preparatory High School were identified as chronically absent, having missed more than 10% of the school year. Data from internal assessments and course pass rates revealed that students who were chronically absent: Scored significantly lower on benchmark assessments in ELA and Math (by an average of 12–15 percentage points), Had higher State Assessment failure rates—where foundational credit attainment is critical, Were more likely to be referred for behavioral concerns, further disrupting their academic progress. Why Attendance Was Prioritized: Attendance is a key early indicator of student disengagement and a predictor of long-term academic outcomes, including dropout risk. Chronic absenteeism directly undermines instruction, especially in subjects requiring continuous skill development such as Algebra I and English I. 9th-grade data showed that students who were chronically absent in their first year of high school were less than 50% likely to be on track for graduation by the end of the year. Given these findings, improving attendance is not only essential for increasing instructional access, but also a lever for raising achievement, supporting mental and emotional well-being, and ensuring all students remain on track for graduation. Evidence-based interventions—such as PBIS, attendance mentoring, early warning systems, and family engagement models—were selected because they have demonstrated effectiveness in reducing absenteeism and improving academic and behavioral outcomes in similar school populations. These interventions are tailored by grade level to ensure developmentally appropriate support, with a strong focus on transition years (Grade 9), where students are most vulnerable to falling off track.

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

Person Monitoring:

By When/Frequency:

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

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.

<https://academirpreparatoryhighschool.com/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://academirpreparatoryhighschool.com/>

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)).

Academir Preparatory High School is committed to strengthening its academic program by implementing data-driven instruction, differentiated teaching strategies, and rigorous academic standards. The school will use formative assessments to identify learning gaps and provide targeted interventions through small group instruction and after-school tutoring. To increase both the amount and quality of learning time, Academir will extend instructional hours through enrichment programs, Saturday academies, and a robust summer learning initiative. These efforts aim to reinforce core

subject mastery while offering students additional opportunities to explore STEM, the arts, and project-based learning.

To help provide an enriched and accelerated curriculum, the school will expand access to advanced coursework, including dual enrollment, honors, and AP classes. Professional development for teachers will focus on high-impact instructional practices, culturally responsive teaching, and integration of technology to enhance engagement and personalized learning.

These initiatives align with the School Improvement Plan's (SIP) Area of Focus: *Student Achievement through Standards-Aligned Instruction*. By aligning curriculum, instruction, and assessments with state standards and best practices, Academir aims to ensure that all students—particularly those from underserved populations—graduate college- and career-ready.

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)).

Academir Preparatory High School develops its schoolwide plan in coordination with federal, state, and local programs to ensure a comprehensive approach to student success. The plan aligns with Title I requirements and integrates services such as nutrition programs (through the National School Lunch Program) to support student health and readiness to learn. Partnerships with local mental health agencies and violence prevention programs ensure a safe, supportive learning environment, while collaboration with social service organizations addresses housing instability and family needs. To further enrich the educational experience, the school coordinates with career and technical education (CTE) programs to provide students with pathways to high-demand careers, incorporating internships, certifications, and dual enrollment opportunities. For students requiring additional academic support, the school integrates its plan with TSI (Targeted Support and Improvement) initiatives to close achievement gaps through targeted interventions and evidence-based strategies. Additionally, Academir engages families through parent involvement activities and connects them with adult education and workforce development resources, promoting lifelong learning and community empowerment. Early childhood education transitions are supported by collaboration with local Head Start programs to ensure school readiness.

All efforts are guided by a shared vision, leveraging federal and state funding, community partnerships, and stakeholder input to create a cohesive, equitable plan that addresses the whole child and supports academic excellence.

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)).

Academir Preparatory High School ensures students receive comprehensive support beyond academics by providing access to counseling, school-based mental health services, and specialized support programs. The school employs certified counselors and partners with local mental health agencies to offer on-site services, including individual and group therapy, crisis intervention, and social-emotional learning (SEL) support. These services aim to improve students' emotional well-being, resilience, and ability to manage stress.

Mentoring programs connect students with trusted adults and peer mentors who offer guidance, goal-setting support, and positive role modeling. Targeted mentoring initiatives focus on at-risk students to boost motivation, attendance, and behavior.

Additionally, the school implements character education, conflict resolution training, and mindfulness practices as part of its SEL curriculum. Behavior intervention specialists work closely with students who need individualized support, helping them develop coping strategies, communication skills, and self-regulation techniques.

Academir also fosters community partnerships to offer wraparound services, including family counseling, substance abuse prevention, and access to healthcare resources. Regular professional development ensures staff are equipped to identify and respond to students' non-academic needs. Through these integrated strategies, Academir supports the whole child, promoting positive behavior, emotional intelligence, and essential life skills that contribute to long-term success.

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)).

Academir Preparatory High School prepares students for postsecondary success by integrating college and career readiness throughout the academic experience. The school provides students with early exposure to postsecondary opportunities through college fairs, campus visits, and career exploration events. Certified counselors guide students through the college application process,

financial aid, and scholarship resources, ensuring all students—especially first-generation college-goers—are well-informed.

To bridge high school and higher education, Academir offers dual enrollment and Advanced Placement (AP) courses, allowing students to earn college credit while still in high school. These rigorous courses help students develop the academic skills and confidence needed for college-level work.

In addition, Academir partners with local technical colleges and industry leaders to offer Career and Technical Education (CTE) programs aligned with workforce needs. Students can explore high-demand career paths in areas such as health sciences, business, and technology, with opportunities for industry certifications and hands-on learning experiences.

Career readiness is further supported through resume workshops, mock interviews, internships, and job shadowing opportunities, helping students build real-world skills and professional networks. The school also hosts guest speakers and career panels to expose students to a broad range of fields and pathways.

Through these coordinated efforts, Academir ensures that all students graduate with a clear plan and the tools necessary for success in college, technical training, or the workforce.

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)).

Academir Preparatory High School implements a schoolwide, tiered model of support—commonly known as Multi-Tiered System of Supports (MTSS)—to prevent and address problem behavior and meet students' diverse needs. This model aligns closely with activities and services provided under the Individuals with Disabilities Education Act (IDEA), ensuring early identification and intervention for students at risk.

Tier 1 includes schoolwide expectations for behavior, social-emotional learning (SEL), and positive reinforcement strategies. All students receive instruction in core behavioral expectations, supported by proactive classroom management and regular data monitoring.

Tier 2 provides targeted interventions for students who exhibit signs of behavioral or emotional difficulties. These supports may include small-group counseling, behavior contracts, check-in/check-out systems, and mentoring. Staff collaborate to analyze behavioral data and adjust interventions accordingly.

Tier 3 offers intensive, individualized support for students with persistent challenges. This may involve behavior intervention plans (BIPs), functional behavior assessments (FBAs), and coordination with special education services under IDEA. Mental health professionals and specialized staff work closely with families to develop strategies that address root causes and promote long-term growth.

Academir coordinates these efforts through its MTSS team, ensuring that interventions are evidence-based, data-driven, and inclusive. Professional development equips staff to implement the model consistently, and parent engagement is emphasized throughout the process.

This tiered approach helps create a safe, supportive learning environment that promotes positive behavior, reduces discipline issues, and supports all learners, including those with disabilities or at risk for more serious behavioral concerns.

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)).

Academir Preparatory High School prioritizes ongoing professional learning to improve instruction, enhance data use, and support teacher effectiveness, particularly in high-need areas such as math, science, and ELA. Teachers, paraprofessionals, and staff participate in targeted professional development aligned with school goals and student achievement data.

Professional learning focuses on evidence-based instructional strategies, differentiated instruction, data analysis, and effective use of formative and summative assessments. Staff receive regular training on interpreting assessment data to inform instruction, adjust pacing, and provide targeted interventions for students.

To support collaboration and continuous growth, Academir implements professional learning communities (PLCs), where educators review student performance, share best practices, and plan standards-aligned lessons. Instructional coaches provide in-class modeling, feedback, and one-on-one support to improve classroom practices.

To recruit and retain high-quality educators, the school offers mentorship programs for new teachers, leadership development opportunities, and recognition for excellence in teaching. Academir collaborates with universities to attract qualified candidates and places a strong emphasis on building a supportive, growth-oriented school culture.

Through these coordinated efforts, Academir strengthens instructional quality, promotes data-informed teaching, and ensures all students receive high-quality learning experiences from skilled, committed educators.

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)).

N/A

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.

At Acedemir Preparatory High School, we engage in a collaborative and data-driven process with our management company to ensure resources are aligned with the identified needs of our students. This process includes the following key steps:

1. **Needs Assessment**

At the beginning of each academic year, we conduct a comprehensive needs assessment based on academic performance data, student demographic trends, attendance, behavior, and input from staff, students, and families. This information helps us identify achievement gaps and resource inequities.

2. **Collaboration with Management Company Leadership**

We regularly meet with management company representatives, including those from curriculum and instruction, student services, and finance, to discuss our school's specific needs. These meetings are structured around sharing data, reviewing current programs, and discussing potential interventions.

3. **Budget and Resource Alignment**

Based on identified needs, we work with the district to ensure that our budget aligns with school priorities. This includes decisions about staffing, instructional materials, technology, professional development, and support services.

4. **Monitoring and Adjustment**

Throughout the year, we participate in ongoing check-ins with management company leadership to evaluate the impact of resource allocations. Adjustments are made as necessary to respond to changing student needs or unforeseen challenges.

5. **Stakeholder Involvement**

We ensure that our School Site EESAC, parent representatives, and instructional leadership teams are involved in resource discussions, ensuring transparency and community input throughout the process.

This collaborative approach ensures that resources are used strategically and equitably to support all students in reaching their academic and personal potential.

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).

In order to raise ninth grade Algebra and Biology EOC scores, AcadeMir Preparatory High School staff will utilize the following strategies;

- Professional learning communities (PLCs), conferences, district trainings.
- Science interventions: pull-out sessions, after-school tutoring, and a dedicated science coach.
- Positive Behavior Intervention System (reward incentives to motivate students).

Monitoring: Data chats using common formative assessments.

Timeline: All strategies aimed to conclude by May 31, 2026.

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