

Miami-Dade County Public Schools

ACADEMIR CHARTER SCHOOL ELEMENTARY SOUTH



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of AcadeMir Charter School Elementary South is to provide students with a well-rounded elementary-school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement

The vision of AcadeMir Charter School Elementary South is to prepare students to reach their maximum potential in all the subjects with a special emphasis on Science, Technology, Engineering, Mathematics (STEM) and Reading using research based, proven exemplary curricula and enrichment programs. Our program allows for scientific exploration and mathematical application along with technology integration through real world connections; by incorporating critical thinking, communication, collaboration, creativity and technological literacy that goes far beyond the basic knowledge to meet the challenges of the 21st century global economy. Our goal is to develop students into critical thinkers and problem solvers by providing them with hands-on learning experiences that will enable all students to achieve academic success and become lifelong learners.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Rosali Ortega

945308@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The role of the Principal is to communicate a clear and common vision and mission, and develop, establish, and implement the goals and objectives of the school instructional programs. The principal also ensures all teachers and staff are implementing the School Improvement Plan and following the Problem-Solving process. The principal assures instruction is aligned to state academic content standards, maintains continuous improving in the building, designs instruction for student success, develops partnerships. The principal also analyzes and disseminates information related to student data and progress, evaluates the impact of instruction and intervention, and evaluates the progress of the school improvement program and of staff needed to initiate the required improvement.

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.

AcadeMir Charter School Elementary South has an Educational Excellence School Advisory Committee (EESAC) composed of the principal, teachers, support staff, parents and community members that develops and monitors the School Improvement Plan (SIP) through quarterly and as needed meetings.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored through classroom walkthroughs, lesson plan reviews, common planning and data analysis of assessments (I-Ready and FAST) for all students. In addition, I-Ready Growth Monitoring assessments will be analyzed to determine if interventions are being effective for students with achievement gaps. The SIP will be revised through quarterly meeting as needed, including the Mid-Year Reflection, to ensure continuous improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	81.1%
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: 2023-24: 2022-23: 2021-22: 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	39	49	51	42	0	0	0	0	0	181
Absent 10% or more school days	0	17	12	2	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	3	0	1	0	0	0	0	0	4
Course failure in Math	0	2	1	2	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	7	10	6	0	0	0	0	0	23
Level 1 on statewide Math assessment	0	3	2	7	0	0	0	0	0	12
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	1	1	1	0	0	0	0	0	3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	0	0	0	0	0	0	0	1

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	3	1	1	0	0	0	0	0	5

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	0	0	0	0	0	0	1
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

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	0	0	0	0	0	0	0	0	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	1									1
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*		65	59	63	57		60		53
Grade 3 ELA Achievement		65	59	63	58		60		53
ELA Learning Gains		65	60	64	60				
ELA Lowest 25th Percentile		62	56	62	57				
Math Achievement*		72	64	69	62		66		59
Math Learning Gains		66	63	65	62				
Math Lowest 25th Percentile		59	51	58	52				
Science Achievement		63	58	61	57		58		54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	68	66	63	64	61		63		59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	68
Total Components for the FPPI	1
Percent Tested	
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%						

* 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	68%	No		
Hispanic Students	68%	No		
Economically Disadvantaged Students	67%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students													68%
English Language Learners													68%
Hispanic Students													68%
Economically Disadvantaged Students													67%

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.

There is no assessment data available for this school.

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was Mathematics. Our teachers effectively used their curriculum and digital programs, built foundational skills using manipulatives, provided interventions during and after school, and met with students in small groups.

Lowest Performance

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

The data component with the lowest performance was Reading proficiency. The school has a high ESOL population, so we should embed more resources to support this subgroup, and start reviewing content earlier in the school year.

Greatest Decline

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

The school just opened in 2024-2025, so there was not a prior year to compare with.

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.

In the 2024-2025 school year, we only had Kindergarten-2nd Grade students, and state averages for these grades are not shown.

EWS Areas of Concern

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

Two areas of concern are students with more than 18 absences (10% of the school year) and students scoring a Level 1 on their end of year Reading assessment.

Highest Priorities

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

Our highest priorities for the 2025-2026 school year are for

1. At least 70% of our students to be at/ above grade level in the FAST Reading PM3,
2. At least 76% of our students to be at/above grade level in the FAST Mathematics PM3.
3. Decrease the number of absences per student for those students who missed 10% or more of the days in the 2024-2025 school year.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A major area of concern was the ELA component. The high number of ELL students indicates that there might be a language barrier that needs extra support. This is our highest priority given that reading skills are foundational to be successful in all other subjects.

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 the end of the 2025-2026 school year, our goal is for at least 62% of our 3rd Grade students to score a Level 3 or higher on the FAST Reading PM3.

Monitoring

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

Data from classroom assessments, I-Ready Diagnostics (AP1, AP2, AP3) and FAST (PM1, PM2, PM3) will be monitored to assess student progress. Additionally, I-Ready growth Monitoring assessments will be monitored for those students performing below the 25th percentile on PM1 to ensure that the interventions taking place are closing learning gaps.

Person responsible for monitoring outcome

Rosali Ortega, 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:

The Wonders curriculum for Tier 1 instruction and the I-Ready Toolbox for Tier 2 interventions will be implemented with fidelity. Through these resources, teachers will use research-based strategies such as visual aids, graphic organizers, and targeted language support.

Rationale:

Visual aids, graphic organizers, and targeted language support are research-based strategies that support struggling readers and ELL students in understanding new concepts, supporting critical thinking and language development, and reinforcing vocabulary acquisition. Effectiveness of the interventions will be monitored through FAST, I-Ready, and classroom assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Common Planning Sessions

Person Monitoring:

Rosali Ortega, Principal

By When/Frequency:

Weekly

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

Through common planning with administration, teachers are provided with resources and strategies to be implemented in their Reading classes to support their struggling readers and English Language Learners. They are also supported in planning for effective, data-driven differentiated instruction.

Action Step #2

Data Chats

Person Monitoring:

Rosali Ortega, Principal

By When/Frequency:

Quarterly

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

Through quarterly data chats with administration, teachers are provided with resources and strategies to be implemented in their Reading classes to support their struggling readers and English Language Learners. They are also supported in planning for effective, data-driven differentiated instruction.

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.

Mathematics performance is a priority. It is essential that all students, including ELLs who need additional supports, receive the necessary tools to have solid mathematics foundational skills.

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 the end of the 2025-2026 school year, our goal is for at least 72% of our 3rd Grade students to score a Level 3 or higher on the FAST Mathematics PM3.

Monitoring

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

Data from topic assessments, I-Ready Diagnostics (AP1, AP2, AP3) and FAST (PM1, PM2, PM3) will be monitored to assess student progress. Additionally, I-Ready growth Monitoring assessments will be monitored for those students performing below the 25th percentile on PM1 to ensure that the interventions taking place are closing learning gaps.

Person responsible for monitoring outcome

Rosali Ortega

Evidence-based Intervention:

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

Description of Intervention #1:

The Big Ideas curriculum for Tier 1 instruction and I-Ready resources for Tier 2 interventions will be implemented with fidelity. Through these resources, teachers will use research-based strategies such as instruction and activities in academic vocabulary and language.

Rationale:

Supporting academic vocabulary and language are research-based practices that support struggling readers and ELL students in understanding new mathematical concepts by reinforcing vocabulary acquisition. Effectiveness of the interventions will be monitored through FAST, I-Ready, and topic assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Common Planning

Person Monitoring:

Rosali Ortega

By When/Frequency:

Weekly

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

Through weekly common planning with instructional coaches, teachers are provided with resources and strategies to be implemented in their Math instruction to support their struggling students including English Language Learners. They are also supported in planning for effective, data-driven differentiated instruction.

Action Step #2

Data Chats

Person Monitoring:

Rosali Ortega, Principal

By When/Frequency:

Weekly

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

Through quarterly data chats with administration, teachers are provided with resources and strategies to be implemented in their Math instruction to support their struggling students including English Language Learners. They are also supported in planning for effective, data-driven differentiated instruction.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance is a crucial component in students being successful in school. Content missed significantly impacts students' understanding when they return because they may miss foundational skills. Last school year there were 31 students who missed 10% or more of the school year, which makes attendance monitoring a priority for this school year.

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 the end of the school year, we will have 15% or less of our students with 18 or more absences, as compared to 23% in the previous year.

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.

On a monthly basis, administration will monitor how many absences students have and specifically monitor those students who missed 10% or more days last school year. Conferences will be scheduled for any students that are accumulating too many absences in a short period of time. By ensuring students are consistently coming to school, we can provide more instructional support and avoid learning gaps.

Person responsible for monitoring outcome

Rosali Ortega, 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:

We will use Tiered Attendance Interventions such as announcements and incentives for Perfect Attendance. If students accumulate 5 absences, personalized letters will be sent home. Parent meetings will be scheduled if students go beyond 10 absences.

Rationale:

Tiered attendance interventions are necessary in order to be proactive and differentiate the supports needed for students accumulating excessive absences by finding the root cause of the absenteeism.

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

Analyze Prior Attendance Data

Person Monitoring:

Rosali Ortega, Principal

By When/Frequency:

August 2025

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

Administration and counselor will review prior year attendance data to determine which students were chronically absent last school year (missed 10% or more of the days).

Action Step #2

Tiered Interventions

Person Monitoring:

Rosali Ortega, Principal

By When/Frequency:

Monthly/ Quarterly

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

On a quarterly basis, students with perfect attendance will be publicly recognized. Monthly, students with 5-9 absences will receive a personalized letter and students who have already accumulated 10 or more absences will be scheduled for a meeting to develop an attendance improvement plan.

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://www.academircharterschoolsouth.com/acss-title1/#1741193713017-00ea76f5-0830>

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://www.academircharterschoolsouth.com/acss-title1/#1741193882775-f9aae242-f914>

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)).

The Wonders & Big Ideas curriculums for Tier 1 instruction and the I-Ready Toolbox for Tier 2 interventions will be implemented with fidelity. Through these resources, teachers will use research-based strategies such as visual aids, graphic organizers, and targeted language support. Data from classroom assessments, I-Ready Diagnostics (AP1, AP2, AP3) and FAST (PM1, PM2, PM3) will be monitored to assess student progress. Additionally, I-Ready Growth Monitoring assessments will be monitored for those students performing below the 25th

percentile on PM1 to ensure that the interventions taking place are closing learning gaps.

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)).

Parent academies and student services supports are provided through the Title I Program.

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)).

Administration and teachers can refer students to the counselor or Mental Health Coordinator for additional support.

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)).

While the school serves Grades K-3, a weekly Science Technology Engineering & Mathematics (STEAM) elective allows students to engage in activities and instruction that prepare them for careers of the 21st Century.

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)).

The school has a Positive Behavior Interventions & Support system which has 3 tiers of support for expected behaviors.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers participate in professional learning during the Opening of Schools as well as on a monthly basis through after-school meetings or Teacher Planning Days.

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)).

AcadeMir Charter School Elementary South does not have preschool students.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

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