

Miami-Dade County Public Schools

Academir Charter School East Middle



2022-23 Schoolwide Improvement Plan

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Academir Charter School East Middle

11300 NW 41 STREET, Doral, FL 33178

www.academircharterschooleast.com

Demographics

Principal: Rosali Cardentey O

Start Date for this Principal: 8/17/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>38%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>93%</p>

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of AcadeMir Charter School East Middle is to provide students with a well-rounded middleschool education, through a challenging program, focused on mathematics and science using innovative, reformbased instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement.

The vision for AcadeMir Charter School East Middle is to provide students with a challenging and rigorous curricula enabling students to be well prepared for high school and life through adherence to an unwavering mission, shared purpose and clearly articulated goals. Students will experience a cross curricula instructional approach using the Florida 's Best Standards/ NGSSS and benchmarks.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Siboret, Yaimy	Principal	The principal will schedule and facilitate regular leadership and RTI meetings, ensure attendance of team members, ensure follow-up of action steps, allocate resources.
Cabrera, Erlan	Instructional Coach	Provides leadership for the planning, development, implementation, and evaluation of K-12 curriculum and instructional practices within science and mathematics. Attend regular meetings, carry out SIP planning, RTI implementation and compliance, and participate in the MTSS problem solving.
Ortega, Rosali	Assistant Principal	Attend regular meetings, carry out SIP planning with a focus on the functional aspect of the school, RTI implementation and compliance and participate in the MTSS problem solving.
Green, Shannon	Instructional Coach	Provides leadership for the planning, development, implementation, and evaluation of K-12 curriculum and instructional practices within ELA. Attend regular meetings, carry out SIP planning, RTI implementation and compliance, and participate in the MTSS problem solving.
Ponce, Vanessa	Teacher, K-12	Attend regular meetings, carry out SIP planning with a focus on the academic progress of the students, needs of the teachers including mentoring and guidance, and participate in the MTSS problem solving process.
Carrasco, Vanessa	School Counselor	Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, RTI implementation and compliance, and participate in the MTSS problem solving process.

Demographic Information

Principal start date

Wednesday 8/17/2022, Rosali Cardentey O

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

6

Total number of students enrolled at the school

33

Identify the number of instructional staff who left the school during the 2021-22 school year.

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	33	0	0	0	0	0	0	33
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	10	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	13	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	0	0	0	0	20	0	0	0	0	0	0	20

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	16	0	0	0	0	0	0	16

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 9/19/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Academir Charter School East Middle opened for the first time during the 2022-2023 school year. The only data collected at this time is FAST CAI data. In ELA 38% of the students in 6th grade scored between level 3-5. In Math 18% of the students scored a level 3 (no students scored in the levels 4 or 5).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

This data is not available, the school is new.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Although we do not have real data to analyze the current FAST data available is significantly low in both reading and math. We believe the decrease was due to the significant impact caused by the pandemic where a significant number of students were virtual for the majority part of the school year, causing academic regression. In addition, the school serves a large ESOL population. Therefore an emphasis will be place in both Reading, Mathematics and the ESOL population working on language acquisition. We will target been professional development for Reading/ Math Core Instruction, Interventions and ESOL services and supports.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Not applicable.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Not applicable.

What strategies will need to be implemented in order to accelerate learning?

The following best practices, strategies, curriculum and resources will be implemented with fidelity throughout the course of the year in order to accelerate student learning.

- Use of Savvas My Perspectives, Savvas Envision, IXL, Achieve 3000, Afterschool Tutoring and Reading Enrichment Academy, Word of the Week, school-wide literacy initiatives: literacy week, family literacy night, literacy walk, Barnes and Noble nights, book fair, Book Study, Action Research.
- Math, Savvas Envision, Weekly IXL, Interventions, after-school tutoring and Enrichment Academy, Math Book Study
- Science: Florida Science, after-school tutoring, Daily STEM Enrichment, Science Tutoring Afterschool,

SECEME, Robotics & Engineering Afterschool Enrichment, and STEM Night

- Use of Instructional Technology (Computer labs, Laptops, iPads Smart Boards)
- Quarterly student data chats with students, teachers and parents.
- Ongoing progress monitoring RTI Tier I, II, III moving students through the tiers.
- Ongoing Instructional support through PD, Coaching Cycles and Common Planning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional developments are offered throughout the school year in a variety of forms. Select teachers and school leaders will attend local, state and national conferences and serve as trainer the trainer and be able to train staff. Appropriate and relevant school wide professional development occurs on teacher planning days as well as on early release days. Training is provided on all core subject areas, with an emphasis on school-wide initiatives and strategies, differentiated instruction, use of data to drive instruction, incorporating technology in the classroom, cross-curricular education, STEM Education and hands-on interactive learning for all grade levels. Grade level teams meet weekly to ensure that all teachers have the necessary tools to successfully meet the needs of their students. Monthly PLC's and/or book studies are on ongoing practice to build the instructional capacity of teachers and administrators. These after-school sessions are conducted to collaborate, share best practices and improve student achievement. The school leadership team to facilitate common planning embedded into the master schedule to allow for continued collaboration and to improve teaching and learning. Teachers and staff also have an opportunity to register for off-site professional development opportunities or attend district mandated trainings. In addition, ongoing opportunities are offered to teachers who are in need of support by observe master teachers teach specific areas of instruction or targeted areas of improvement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our academic programs provide teachers with access to data in the form of formative and summative assessments. I-Ready is a tool use to gather summative data over the course of the academic school year in order to effectively drive instruction. Interventions are provided to those students that fall within Tier 2 and Tier 3 with fidelity. In addition, the lowest 25% in both the areas of reading and mathematics will receive afterschool tutoring in reading and math. In order to increase ELA and Mathematics proficiency the school has developed curriculum maps and crunch calendars to reinforce skills and areas or needs improvement. 6th grade students are encouraged to participate after school tutoring, and Enrichment Academies. The implementation of these services are evidenced with attendance rosters for tutoring and intervention, as well as on going progress monitoring data reports. Use of instructional coaches to build the instructional capacity of teachers and conduct coaching cycles, PD, guide and assist teachers during common planning to support teaching and learning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on data retrieved from the FAST CAI assessments, there is a critical need in both English Language Arts and Mathematics. in the FAST CAI ELA assessment 61% of the 6th grade students scored between a Level 1-2.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The leadership team will provide extra support and resources towards Language arts instruction. The main outcome is to increase student proficiency in ELA from the current 38% who scored between a Level 3-5 in the PM1 to 70% in the PM3 of the FAST CAI assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

There are several ways in which the area of focus selected will be monitored.
 1. Instructional coach will be working closely with teachers to make sure the plan design is being implemented.
 2. FAST PM1, PM2 and PM3 are the State assessments design to assess student progress that will be also used to monitor the area of focus chosen for improvement.

Person responsible for monitoring outcome:

Rosali Ortega (ortega@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

The following is the curriculum, resources and best practices strategies that will be implemented with fidelity throughout the course of the year
 •Use of Savvas My Perspective, Afterschool Reading Tutoring and Reading Enrichment Academy.
 •Strategies: Use word maps is a visual organizer that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways.
 Story Sequencing: Sequencing refers to the identification of the components of a story —

implemented for this Area of Focus.

the beginning, middle, and end and also to the ability to retell the events within a given text in the order in which they occurred.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies were selected because they are researched based, used for struggling readers and ESOL students. Word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. Enhancing students' vocabulary is important to developing their reading comprehension. Help students develop their understanding of a word. They help students think about new terms or concepts in several ways and they help student build upon prior knowledge and visually represent new information. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Sequencing is also an important component of problem-solving across subjects. It assists with comprehension. Sequence structures help students of varying abilities organize information and ideas efficiently.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development on the use of word maps and story sequencing and the effective implementation into their daily instructional routine have taken place. During weekly common planning, teachers are provided with resources to be used in vocabulary and reading comprehension with their ELA curriculum and discussions on how to use these resources to correlate and how to use supplemental ELL and reteach resources for ELL students and struggling readers. Teachers are supported to plan for effective data-driven differentiated instruction on a weekly basis with coaches and with all ELA teachers. In addition, school-wide ELA tutoring is offered to the lowest 25% of students, twice a week from October-April. In addition, teachers will receive ongoing professional development in the areas indicated by our needs assessment and best practices for effective reading instruction.

Person Responsible

Yaimy Siboret (yjfernandez@dadeschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on data retrieved from the FAST CAI assessments, there is a critical need in both English Language Arts and Mathematics. In the FAST CAI Math assessment 81% of the 6th grade students scored between a Level 1-2.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The leadership team is putting in place a plan to provide extra support and resources towards Mathematics instruction. The main outcome is to increase student proficiency in Math from the current 18% who scored between a Level 3-5 in the PM1 to 60% in the PM3 of the FAST CAI assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

There are several ways in which the area of focus selected will be monitored.
 1. Instructional coach will be working closely with teachers to make sure the plan design is being implemented.
 2. FAST PM1, PM2 and PM3 are the State assessments design to assess student progress that will be also used to monitor the area of focus chosen for improvement.

Person responsible for monitoring outcome:

Rosali Ortega (ortega@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategies that will be evident in Mathematics instruction are: the use of Topic test to assess and monitor student mastery of standards. Teachers will use the data provided in Topic assessments to drive their instruction and spiral into bell ringers and DI.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to increase math proficiency the school instructional coaches will help build the instructional capacity of math teachers through professional development, coaching cycles and common planning. In addition in order to reinforce strategies and increase mathematics proficiency the school has developed curriculum maps and crunch calendars to reinforce strategies for mathematics operations and algebraic thinking. Afternoon tutoring opportunities are also available to students in the lowest 25% in need of reinforcement of skills.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development on the use of the Savvas Envision curriculum. During weekly common planning, teachers are provided with resources to be used alongside the math curriculum and discussions on how to use these resources to correlate to desegregated data from the topic assessments. Planning for effective data-driven differentiated instruction also occur weekly with all Math teachers. In addition, school-wide Math tutoring is offered to the lowest 25% of students, twice a week from October-April. In addition,

teachers will

receive ongoing professional development in the areas indicated by our needs assessment and best practices for effective math instruction.

Person Responsible Yaimy Siboret (yjfernandez@dadeschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The purpose of AcadeMir Charter School East Middle at Doral (ACSEM) is to prepare students to reach their maximum potential in all subjects with special emphasis on STEM and Literacy. Student culture and diverse backgrounds are taken into account to build upon their knowledge. Teachers and students build a positive and nurturing relationship based on academic and social emotional respect. Culture and community building are at the foundation of every aspect of teaching and learning. At AcadeMir students are treated as partners in the learning process and are engaged in shaping classroom expectations and learning targets. School and classroom

expectations encourage everyone to persevere through challenging tasks and situations. Teachers get to know students as individuals and continually reflect and adjust their practice in accordance to the students' readiness to learn and interests. To provide the best learning environment, AcadeMir uses a Positive Behavior System that

includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments where students feel safe and respected. The goal is to create a social culture in our school building that will encourage positive behaviors and interactions, while discouraging problem behaviors.

ACSEM implements the 3R's Plus Club – Respect, Responsibility, Readiness Ready to Learn, and Integrity plus School Values and the Values Matter MDCPS Curriculum as a guideline to all students for the behaviors expected at school. Students are taught the skills and behaviors necessary for success through the PBS Student Kick-Off event. During this event students are introduced to the positive behavior expected in our school. Students then take the 3R's Plus Pledge which is promise that the student will always strive toward reaching the positive behavior expectations of our school. Each month a different value such as Citizenship, Honesty, Integrity, etc are highlighted and taught through the Social Studies class. The values are presented through our morning announcements and are encouraged to participate in our school-wide activity for each value which is presented on the PBS bulletin board. Throughout the month students receive Tiger Bucks to be used during our monthly Tiger Store and Tiger Social. After continuous teaching of behavioral expectations students are rewarded in order to establish a school environment where appropriate and positive behavior is the norm. ACSEM ensures that the social-emotional needs of all students are being met through the collaboration of administration, teachers, school lead counselor, students, and parents. The implementation of individualized supports are conducted in a comprehensive and collaborative manner to promote positive change. AcadeMir provides support that are tailored to the student's specific needs and circumstances, include interventions that address needs in different areas of a

student's life and involve a comprehensive approach to understanding the behaviors. The positive behavior matrix is organized to promote successful behavior from all students. Faculty and staff share the responsibility of ensuring that all students follow the school's discipline plan and increase the student's adaptive skills and opportunities for continued academic success, social/emotional growth and more positive behavior outcomes.

Identify the stakeholders and their role in promoting a positive school culture and environment.

As stakeholders in the educational process, parent/guardians(s) and community members play an integral part in our schools success. We understand that working in partnership with our families believes that student learning is enhanced when the School encourages parents to take an active role in their child's intellectual development. Thus, ACSEM's commitment to ongoing communication between the School and the home requires, all parents to sign a parent's contract committing to volunteer a minimum of ten hours per school year. Parents and community members have extensive opportunities for involvement in various aspects of school operations and are actively engaged in the design and implementation of the School programs. Parents and community members are encouraged to participate in quarterly Educational Excellence School Advisory Council (EESAC) meetings comprised of school personnel, parents, students, local businesses, and community members. The EESAC meets quarterly to discuss significant issues concerning the School's needs, instructional materials, budget, curriculum plan, pupil progression, and all other items as needed. Parents are also informed and invited to attend Governing Board meetings where parents and community members are eligible to serve as non-voting, ex-officio members of the Governing Board. We also host quarterly Parent/Teacher Conferences in the mornings and afternoons for parents to discuss topics that affect their children's educational progress.

The administrative staff (to include Assistant Principal, Counselor, Instructional Coaches and ESE Program Specialist, ESOL Coordinator, IT, grade level chairs) assist the principal in implementing policies and procedures for the daily operations of the school as determined by their specific role in the school. The principal delegates such duties to the assistant principal and administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff are responsible for carrying out procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school. The Principal of ACSE communicates a clear and common vision, and ensures all teachers and staff are implementing the School Improvement Plan and following the Problem-Solving Process. The Principal analyzes the school's data and uses data results to make instructional decisions. Evaluates the impact of instruction and interventions, communicates student outcomes and celebrates and communicates success with all stakeholders.