

Miami-Dade County Public Schools

Academy For International Education Charter School



2015-16 School Improvement Plan

Academy For International Education Charter School

1080 LABARON DR, Miami Springs, FL 33166

<http://www.aiecharter.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	50%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	93%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	C	C	-

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Academy for International Education Charter School is to provide students with a comprehensive international education through the use of technology and language acquisition. Students will become life-long inquisitive learners and utilize this knowledge across international boundaries.

Provide the school's vision statement

The vision of Academy for International Education Charter School is to prepare our students to be independent multilingual citizens in a global society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school hosts several activities and events during the year that helps learning about the students' cultures. Some of them are: Hispanic Heritage and Black History Month. Teachers assign projects and students share with their classmates and their families. Students are able to collaborate and share their final outcome in class. Students take ownership in their projects and feel excited when receiving positive feedback from teachers. AIE builds relationships between teachers and students in many ways. All teachers at AIE have a class website where they can post events, assignments, home learning, and special announcements. This form of communicating is essential because teachers keep parents up to date on curriculum, due dates, assessments, etc.

AIE also creates opportunities to get to know the students and their families by inviting them to several activities and events throughout the school year. Events, such as: Field Day, Open House, Meet and Greet, Science Fair Nights, PTO meetings, etc. create opportunities for students and teachers to work together and support one another for a common goal.

Teachers establish a positive relationship with their students by communicating with them and properly providing feedback on a daily basis. All teachers at AIE use various forms of communication including: notes, phone calls, and e-mails to inform parents about their child's progress. In addition, AIE provides a planner for students in grades K-8 so that parents and students have a formal way of daily communication. Creating a safe and caring environment allows students, parents, and teachers to have positive relationships and provide academic excellence.

Cooperation is another form of collaboration that AIE teachers, parents, and students use to accomplish goals throughout the school year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Academy for International Education Charter School welcomes students in the morning with excitement. Administrators, school security guards, and teachers warmly greet students as they enter the school, while standing at their posts to ensure student safety. Teachers and staff are present at 8:00 a.m. to supervise students in the cafeteria during breakfast and in the hallways. Additional support staff are present as early as

7:30 a.m. to direct students to the cafeteria, respective posts, and morning care.

AIE currently has one main entrance. This main entrance is kept locked all day during school hours and after hours. Parents and visitors need to ring a bell. An office staff member then opens the gate

and directs visitors and parents to the main office. All visitors sign in to a Visitor's Log. Teachers at AIE keep their doors locked throughout the day as well. We also have an emergency plan created in case of unexpected emergencies.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide behavioral system consists of a set of rules and consequences. When consequences are broken by the students, teachers proceed to handle the situation in class by either taking away a privilege such as playground, special event, etc. If the behavior continues, teachers contact their parents. If the behavior escalates they are taken to the office to see the administrators and counselor. Administrators and the counselor take further actions depending on the behavior in accordance to the Student Code of Conduct.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school Guidance Counselor, Ms. Huertas provides both group and individual counseling. Ms. Huertas meets with students on a daily basis and provides in class support to teachers. In addition, the school has implemented the " Do the Right Thing" program. Character education is also being implemented and will be used for the 2015-2016 school year as one strategy to address students' behaviors and mentoring. AIE will be incorporating our current "Cloud 9" character education program within then school district's " values matter" initiative. This is a way for students to demonstrate good values in school. Students are able to leave notes in the counselor's mailbox where they can express their concerns and suggestions.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The attendance percentage for the 2014-2015 school year was 96.18%. There was a total of 26 students with more than ten absences from Kindergarten through 8th grade. During the 2014-2015 school year, seven students were suspended. AIE Charter school will work in collaboration and implement strategies during the daily instruction and overall school activities in order to reduce and improve these indicators. AIE will update the course failure in ELA and Math as soon as we receive the FSA results.

Provide the following data related to the school's early warning system

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	
Attendance below 90 percent	0	1	7	1	4	1	8	3	1	26
One or more suspensions	1	0	0	0	1	0	3	0	2	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	2	1	2	4	3	2	2	2	5	23

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

For students with poor attendance (absences/tardies), the Attendance Committee will monitor them and conduct parent conferences to assist parents on creating several interventions. Some include: Daily Progress Reports, Referrals to the counselor's office, Parent/Student Attendance Contract. AIE is participating in the Superintendent's initiative to eliminate suspensions and provide formal corrective strategies as recognized by the Code of Student Conduct. These students will be assisted by the Student Services Team by having small group sessions to discuss appropriate methods of communications. Other strategies to better assist these students include: teach copying skills, positive self talk, anger management/program solving skills. Encouraging positive peer connections gives opportunities for students to be in contract with positive peer role models. Our school is also participating in the " Values Matter" initiative which incorporates nine core values to the students' daily lives. Values Matter along with the Character Education Program "Cloud 9" AIE will help these students improve and assist them to be better individuals.

For students being suspended, the guidance counselor will meet with these students, provide support, guide them for them to improve their conduct, and communicate with parents and teachers in order to work together.

Ms.Huertas, school counselor, will provide individual and small group counseling sessions. She will communicate periodically with teachers to see students' progress. She will also follow up with parents.

For students failing a course in English Language Arts and Mathematics and for students that will receive a level 1 and 2 in the Reading and Math Florida Standards Assessment (FSA), tutoring will be provided before school, after school, and on Saturdays. These students will be monitored through different activities and assessments: interim, in class assessments, software usage such as iReady, IKL, Reflex Math, home learning, parent-communication, etc. Also, these students will be placed in RTI for Reading receiving 21/2 hours additional instructional time in addition to the 90 minutes of the core instruction. In Math, teachers will use small group instruction, manipulatives, and software programs to strengthen their academic success.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

AIE will communicate with parents through the school website, flyers, and letters that go home about events and school activities involving their child's academic growth. Inviting parents to Open House,

Greet and Meet, PTO meetings, Kindergarten Orientation and transition meetings is an initiative AIE uses. We will continue to actively engage parents to participate in school activities. AIE uses a variety of ways to contact parents. These forms of communication include: phone calls, Connect-Ed, monthly calendars, parent - teacher conferences, and e-mails. These forms of communication engage parents and community involvement. In addition, AIE inform parents about their child's education, progress, discipline, and school's policies. Recruits school volunteers in order to engage more parents and the community to school activities. In addition, the PTO organizes fundraising activities throughout the year. The school's profits serve to supply students' rewards, incentives, teachers' incentives, etc. These incentives are used for students that demonstrate progress in targeted areas.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

AIE makes partnerships with the Miami Springs community. AIE's Parent Teacher Organization works together with the staff and parents to plan activities such as Book Fairs, Fall Festivals, and fundraising activities. AIE's main focus is to build positive relationships with the Miami Springs Community. AIE invites the community to participate in school events. An example that demonstrates positive partnerships has been the "Playground Construction" in 2012 with Kaboom!. Several agencies in the community including parents, relatives, friends, and business gathered together in this main project in collaboration with Laureate University.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hirsh, Vera	Principal
Gomez, Jennifer	Administrative Support
Ricardo, Yaquelin	Teacher, K-12
Huertas, Nevenka	Guidance Counselor
Camji, Carlos	Teacher, ESE
Corporan, Johanna	Teacher, K-12
Lao, Evelyn	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team shares a common goal of improving instruction for all students. They work in collaboration to build staff support throughout the school year.

- Vera Hirsh, Principal, ensures that all leadership members attend the Leadership Weekly Meetings in order to discuss school's concerns, instructional strategies, lesson plan development, parents' concerns, textbooks orders, technology, software usage, etc. Vera Hirsh makes sure that the implementation of intervention is in place. In addition, Mrs. Hirsh supports and suggest professional developments based on a needs assessment survey to increase the school-based team's knowledge of essential strategies that are vital to the implementation of MTSS/ RTI. She makes decisions for the use of data driven instruction which allows her to convey with parents regarding academics and

activities in order to provide support and effectively inform about student achievement. Mrs. Hirsh ensures commitment and allocates resources.

- Jennifer Gonzalez-Gomez, Dean of Academics, provides support to the staff to make sure that all teachers are implementing and planning lessons using the new Language Arts Florida Standards. Mrs. Gomez also monitors the following software programs: iReady, IXL, Rosetta Stone, Gizmos, Reflex Math, etc. She makes sure the Fall, Mid-Year, Springs Assessments, and State tests are implemented appropriately following district/state guidelines. As the test chair of the school, Mrs. Gomez is responsible for planning, training, and monitoring the testing process through out the school year. Mrs. Gomez also makes sure all the students are scheduled in the appropriate classes based on their academic needs.
- Yaquelin Ricardo, Kindergarten Teacher/ESOL Designee/Professional Development Liaison/ RTI Designee, participates in student data collection, integrates core instructional activities, supports grade levels in planning and providing resources, collaborates with teachers through sharing new methodologies and strategies, assists teachers with ESOL strategies, and delivers Professional Development and training on new standards and best practices. Mrs. Ricardo identifies TIER 2 students, train teachers, and monitors the MTSS/ RTI process. She reviews the OPM data for intervention groups. In addition, she makes sure there is system in place where RTI is monitored and delivered with fidelity. Mrs. Ricardo conducts data analysis with teachers and shares with administrators the school's progress every year when completing the School Improvement Plan.
- Nevenka Huertas, Guidance Counselor, plans and implements an anti-bullying program. Ms. Huertas meets with students for individual and group counseling. Ms. Huertas implements a school wide character education program. She delivers lessons in each grade level to discuss with students about various topics dealing with behavior, character education, bullying, etc. Ms. Huertas also implements the Do the Right Thing Program (DTRT). In addition, Ms. Huertas provides support to teachers and administrators to make sure students and parents are aware of the importance of attendance. Ms. Huertas also recognizes students, parents, and teachers who cooperate and participate in school's activities.
- Carlos Camji, Exceptional Student Education (ESE) teacher, collaborates with general education teachers to plan activities and accommodate students' IEP' Mr. Camji assists with MTSS/RTI TIER 3 implementation and data collection. In addition, he works in collaboration with teachers to monitor students' progress. Mr. Camji meets with other professionals such as Psychologists, Speech Pathologists, Social Workers, and otehr agencies. In order to revise, update, and evaluate student's IEP's, logs are initiated as needed.
- Johanna Corporan and Evelyn Lao, Grade Level Chairs, discuss, share, and mentor teachers on instructional strategies, data collection, progress monitoring, lesson planning, etc.
- The Literacy Leadership Team meet weekly or as needed to provide a literacy support system to build capacity, sustain rigor of the curriculum while focusing on the improvement of student learning. The team will collaborate to investigate, seek solutions and provide professional development. They support and provide Instruction through data chats, lessons, and trainings on the implementation of data driven Instruction in the K-12 reading plan. They facilitate and support data collection and decision making activities.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

AIE Charter discusses strategies to implement throughout the year to increase student achievement with different grade levels. We collaborate with teachers to make decisions on MTSS/RTI implementation. We also gather data for the on-going development of intervention strategies. The Principal conducts walk throughs daily. We focus on analyzing data to drive instruction and provide interventions to low performing students. AIE monitors the implementation of best practices and

strategies to implement for students not meeting standards. AIE has weekly grade level planning where teachers meet and discuss student's concerns, academics, planning, assessments, best practices, etc. During grade level planning, teachers discuss their concerns and find solutions to problems. Teachers have the opportunity to express their ideas and suggestions by filling out a Grade Level Planning Form that is submitted to Mrs. Gomez. She addresses and meets the teachers' needs and monitor the fidelity of the grade level planning. The Leadership Team meets weekly to address all needs, find solutions, and address all concerns.

In addition, Mrs. Hirsh, Principal, makes sure the services and programs are offered to all the students needed. Some programs offered are Free and Reduce Lunch, ESOL and ESE services, etc. When the Leadership Team meets, the Principal assigns roles to make sure all the resources purchased for the school year are in place and used effectively.

Mrs. Gomez makes sure that all computers and electrical equipment are inventoried and functioning appropriately. Mrs. Gomez and Mrs. Ricardo are responsible for keeping an inventory of resources given to teachers on a school year basis.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Vera Hirsh	Principal
Yaquelin Ricardo	Teacher
Geysi Paez	Parent
Darleny Gil	Parent
Nicole Bergen	Student
Walter Fajet	Parent
Jennifer Gomez	Teacher
Cynthia Montgomery	Education Support Employee
Nevenka Huertas	Teacher
Maria Rivero	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan (SIP) was approved December, 2014 by the school board. During the SIP review meeting conducted during the month of September 2014, we received a few suggestions and positive feedback from the Charter School Review Committee. Overall, the SIP process was successful last school year (2014-2015).

Last year, the School Advisory Council (SAC) reviewed SAT-10 and FCAT 2.0 results from previous year and made suggestions for 2015-2016 academic year. The SAC also made recommendations on technology programs and resources to use in our school. In addition, the SAC met to discuss about the students' progress and how parental involvement was a key factor to students' success. The SAC also made recommendations to improve the school's safety and curriculum. These recommendations assist the SIP development as well. Walter Fajet, SAC Chair, reviewed iReady results and provided positive feedback based on students' reports.

The Principal, Vera Hirsh, ensured that all meetings were created announcing the meeting, verified the approved minutes using the verification code. In addition, Vera Hirsh and Yaquelin Ricardo

informed members about the development of the School Improvement Plan. Vera Hirsh informed members about school events and plans, listened to concerns, shared the annual budget, and asked members for advice in regards to decision making about funds allocated and recognition funds awarded to school if any.

Yaquelin Ricardo informed members about test results and data analysis as part of the School Improvement Plan development.

Development of this school improvement plan

The Leadership team meets weekly and discusses school's safety, attendance, curriculum, resources, and strategies to assist students and teachers in the classroom. Vera Hirsh and Yaquelin Ricardo develop the School Improvement Plan making sure that all areas are being completed accurately and thoroughly. Yaquelin Ricardo conducts data analysis based on the Science FCAT 2.0, End of Course Assessments (EOC), Florida Standards Assessments test results from the previous year to present to the faculty and to later use for the SIP development. Data is dis-aggregated by grade levels and components in each subject throughout the year. Data is also shared with the staff at faculty meetings. Mrs. Ricardo makes sure teachers are informed about all the steps of the School Improvement Plan process. Teachers are asked to provide suggestions and evaluate the resources used.

Preparation of the school's annual budget and plan

The budget has been prepared taking in consideration different components. For example, Mrs. Hirsh hired an experienced Science teacher to develop a Comprehensive K-8 STEM/STEAM Program and to teach Robotics and other Science classes. In addition, advanced sixth grade students are being prepared to take Physical Science in 7th grade and Biology in 8th grade. A total of \$8000 was spent for materials and resources to support this program. A total of \$2500 was spent for a There-D Printer to support the Science curriculum.

Also, a total of \$1000 was allocated for Science Dictionaries for grades 4th and 5th grades.

A total of \$1200 was spent on Science manipulatives from Pearson Success as part of the Interactive Science 2012 implementation curriculum

In addition, a total of \$8000 was also allocated to implement the new Social Studies program from Mc. Graw Hill with the digital component for Kindergarten through fifth grade.

Vocabulary Workshops consumable books from Sadlier were purchased as part of the Language Arts Curriculum for grades 1-8 spending a total of \$ 6081 to enrich the Language Arts Curriculum.

Grammar emphasis will be a new initiative, and approximately \$4000 is allocated for this project.

An approximately \$30,000 has been spent on other books and resources. A total of \$60,000 was spent on computers for this 2015-2016 school year.

A total of \$5000 was allocated for the IXL Mathematics software program. A total of \$2000 was spent for Math Prepworks Algebra and Civics. A total of \$6000 was allocated for iReady (Reading & Math).

Lastly, a total of \$3000 was spent for Discovery Education.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Projected use of school improvement funds include: Science textbooks and materials, Math textbooks, Reading textbooks, and software. Amount allocated for this project was \$15,000 from CSP Grant money. See detailed allocated money:

Robotics materials that supports STEM (CSP Grant): \$6000

\$4000 for Science tools (microscopes, scales, weights, mineral rocks, dissection pans, and equipment, textbooks, and laptops

\$5000 for software programs: Successmaker, Write to Learn, and Reading Plus

\$500 for Science Dictionaries

About \$50,000 was spent in books and resources.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hirsh, Vera	Principal
Ricardo, Yaquelin	Teacher, K-12
Gomez, Jennifer	Administrative Support
Huertas, Nevenka	Guidance Counselor
Corporan, Johanna	Teacher, K-12
Castillo, Auri	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT's major initiative this year is to work in collaboration with teachers in order to provide support to implement strategies using the Language Arts Florida Standards (LAFS). They assist teachers to integrate curriculum in all subject areas. In addition, the LLT discusses new and innovated ideas to implement in the classrooms and share them across grade levels. Also, the LLT confers with teachers and administrators ideas and an action plan on how to improve Writing and Science achievement on students, suggests professional development, and reviews progress-monitoring data at the grade/classroom level. The LLT identifies students who are at moderate/high risk for not meeting standard in order to ensure the effectiveness of focus lessons and meet with teachers to support them in the process. The LLT ensures students that are below grade level and not meeting standards are provided with the required time, resources, and implementation of RTI using Wonder Works in K-6 and other programs in Middle School such as i Ready. The LLT also sends Summer required Reading projects home so that students have opportunities to practice reading and are exposed to literature during Summer time as well. The LLT focuses on professional development aligned to LAFS and makes sure students are identified and meeting criteria for Wonder Works.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

AIE's collaborative planning takes place weekly with grade level planning. Jennifer Gomez and Yaquelin Ricardo visit these grade level meetings and provide feedbacks to teachers. Jennifer Gomez follows through with teachers' concerns in regards to building, maintenance, etc.

The Science team meets weekly for 1 hour after school to discuss Science curriculum and provide support to teachers.

Mrs. Ricardo uses the new professional development system (MyLearningPlan) to propose professional development opportunities to enhance educator's professional growth and effectiveness to positively impact student achievement.

Another type of professional development activity is professional learning communities. Professional

learning communities promotes positive working relationships and collaboration through a system of shared best practices and inquiry. Last year, AIE teachers participated in a Mindfulness PLC. This year, AIE will again provide a PLC where teachers and school members can meet, plan, research, and collaborate on topic to strive for improvement. During the initial meeting of the PLC, teachers collaborate and create smart goals, set up norms, and protocols to use throughout the PLC. Overall, teachers and administrators meet together to discuss student's progress and establish solutions to meet student's needs.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Principal recruits using staff's recommendations and walk in applicants. Principal interviews in-field and certified teachers.

To maintain highly qualified, certified, and in-field teachers at the school, the principal uses incentives, rewards, recognition, on campus chats and breakfasts, etc.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mrs. Ricardo, Kindergarten Teacher and member of the Leadership team is mentoring Ms. Amador, Kindergarten Teacher (2nd Year Teacher). Ms. Gomez, Dean of Academics is mentoring Ms. Dominguez (2nd year Teacher). These teachers are providing in classroom daily support, data analysis, professional growth, and strategies implemented with students to increase students' achievement. They are assisting with lesson planning, discussing students' progress, recommending effective ways of communicating with parents, and making sure they are in compliance with administration.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

AIE uses the instructional programs and materials that Miami Dade County Public School uses and recommends. For instance, the principal and her designee follow the instructional materials catalogs and resources posted on the MDCPS website under Instructional Materials. AIE's Leadership team conducts research about the latest instructional materials used in schools. Also, the principal reviews the weekly briefings and ensures that the students use the textbooks aligned to the Florida Standards. AIE uses Reading Wonders as the core Reading Curriculum and Wonder Works as Intervention resources. In Math, AIE uses Go Math, New Florida Edition for K-5. In middle school, Florida Math Course 1,2, & 3 is being used as the new edition, I-Ready is also being used with all K-8 students for Reading and Math. Additional materials such as Vocabulary Workshops from Sadlier will be used this school year. AIE's Leadership Team is very involved in researching and making sure students have the most updated textbooks and resources. The Professional Development Liaison/Instructor and selected teachers provide professional development to teachers, based on their needs as determined by student data and a professional development survey created at the beginning of the school year. All of the Professional Development courses offered are aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Vera Hirsh, Principal, conducts data chats with teachers and students to assist them with students' needs. Data analysis is conducted to help teachers differentiate instruction. iReady reports are analyzed to identify students who are at risk and make sure teachers are meeting their needs. iReady reports are used to identify students that are TIER 2 in order to provide them with additional support in Reading. Interim reports are also discussed. Overall data (MidYear Assessments, Classroom Assessments, iReady Assessments, Interim Assessments, etc) is used to identify students in need to provide in classroom support and provide tutoring before and after school. Data chats are also held with students on a regular basis to promote better understanding of the concepts needed to become subject area proficient.

The Leadership Team: Jennifer Gomez, Yaquelin Ricardo, Nevenka Huertas , and Carlos Camji, meet with teachers and discuss data analysis.

Mrs. Ricardo shares CELLA scores with teachers, students, and parents to adjust instructions and inform about the student's needs. Science FCAT 2.0, SAT-10, and iReady reports and results are used to at the beginning of the year to differentiate instruction and identify students needing assistance.

Ongoing data chats/articulation meetings are conducted to analyze student's progress. Therefore, teachers can differentiate instruction, identify the student's weaknesses and strengths in order to enhance the curriculum or adjust it as needed.

Data is used to identify, dismiss, or update TIER 2 students receiving additional support in Reading (RTI/MTSS). Data is also used for parent conferences to inform parents about their child's academics and progress.

The Leadership Team ensure that students are meeting the requirements established in the Student Progression Plan.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 12,960

AIE Charter extended the learning time by 60 minutes a week for grades 2-8 (2,160 minutes a year) in order to increase the quality of learning.
In grades K-1, AIE Charter extended the core daily instruction by 10,800 minutes by dismissing students in grades K-1 at 3:05 p.m. instead of 1:50 p.m.

Strategy Rationale

AIE extended the core daily academic instruction time on Wednesday dismissing students at 3:00 pm instead of 2:50 pm in grades K-8.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hirsh, Vera, hirshv@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The principal (Vera Hirsh) and the Leadership team supports the dismissal on Wednesday at 3:00 pm. Teachers are also supporters of this strategy.

Strategy: Before School Program

Minutes added to school year: 288

6th-8th Before School Tutoring from 7:30 a.m - 8:15 a.m: required for students that received a level 1 and/or 2 on the FCAT 2.0 Assessment last school year (2014-2015) in Reading and Math. This before school tutoring serves as an opportunity to meet these students' needs. This 2015-2016 school year, AIE will continue to provide this strategy.

Strategy Rationale

Enrichment and student support

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hirsh, Vera, hirshv@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance and assignments will be monitored. Software used will serve as analysis such as i Ready, IXL, Gizmos, Reflex Math, etc reports generated bi-weekly.

Strategy: Before School Program

Minutes added to school year: 180

Provide before school tutoring for students in 3rd grade that received a score below 50 percentile on the SAT-10 in second grade last school year (2014-2015) and for students that are performing below grade level in 3rd-5th as measured by Interim assessments, iReady assessments and classroom assessments.

Strategy Rationale

Free before school tutoring / support using computer software programs like iReady, Reflex Math, IXL, Gizmos, and other programs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hirsh, Vera, hirshv@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance and software reports. Vera Hirsh, Jennifer Gomez, and Evelyn Lao are responsible for this strategy.

Strategy: Weekend Program

Minutes added to school year: 1,680

Provide Saturday Tutoring for students at risk and not meeting standards. AIE will offer free Saturday tutoring for students at risk. Students will have the opportunity to attend 14 Saturday sessions for 2 hours, totaling 1680 minutes.

Strategy Rationale

Meeting students needs. Students that received an FSA Level 1 and/or 2 during the 2015 administration will be required to attend. Students that received a low 3 and 4 will also be invited to attend.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hirsh, Vera, hirshv@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers and the principal will analyze data collected in order to plan lessons for Saturday tutoring. Reports from iReady, Interim Assessments, and classroom assessments will be used as data analysis.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

AIE uses the school website to advertise vacancies for students to enroll in Kindergarten. In addition, AIE contacts parents who have students in the school to recruit their other younger siblings. The Principal also schedules an early meeting for the Kindergarten parents to discuss grade level expectations and inform parents on educational strategies and resources used in school. AIE also researches and recommends schools for 8th graders going to 9th grade. The Principal and Counselor conducts meetings with the 8th grade parents to inform them on future school for their children. They inform parents on graduation requirements and expectations in high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

AIE uses the articulation process and teacher's judgments to advice courses for students' benefits. In addition, AIE's lesson plans and curriculum are aligned to the new standards (LAFS and MAFS) in preparation of the students for career and college readiness. Teachers implement strategies in each lesson that are rigorous. They use complex text and different sources for students to be prepared for college and career readiness. AIE hosts Career Day in May to allow students to learn about careers and jobs. For Middle School Teachers, AIE offers Physical Science, Environmental Science, Spanish, and Algebra courses to assist them with advance college courses and career readiness.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

AIE will offer advanced and elective courses (Algebra, Physical Science, Spanish, and Social Studies) to prepare students for college and career readiness. Also, AIE will offer Robotics courses to prepare students for the new challenges of the global society and digital natives. AIE will be offering a Journalism curriculum to incorporate Social Studies and daily current event skills. AIE will use Career Day to invite guess speakers to come and talk about different topics and careers. Celebrating Career Day, will allow allow students to listen to presentations about jobs and carer choices.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

AIE's area of strength is Reading as evidence by the SAT-10 scores last year (2014-2015). The following is the data dis-aggregated by grade levels.

Kindergarten: 95% proficient with a stanine of 6-9

Grade 1: 95% proficient with a stanine of 6-9

Grade 2: 90% proficient with a stanine of 6-9

The area of weaknesses is Science as evidence by the FCAT Science 2.0

Grade 5: FCAT Science: 50% proficient (Levels 3-5)

Grade 8: FCAT Science: 47% proficient (Levels 3-5)

AIE will update this section as soon as FSA results are posted.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

AIE has worked diligently and planned strategically to support teachers and students. AIE has used a new and updated Science curriculum (Interactive Science) for grades 4th and 5th grades. This curriculum has an online component and manipulatives for teachers to conduct experiments. In addition, AIE purchased Science Dictionaries to enrich the Science curriculum on a daily basis. Science teachers conduct experiments, use Gizmos, FCAT Test-Prep, analyze data, assign chapter tests, etc. One cause that affects the Science scores is the students' poor studying skills. Also, students lack thinking critically when resolving Science questions and problems. This affects students responding correctly and receiving a higher scores. In addition, some students have difficulties organizing information and taking notes to later study the material.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. AIE will increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. AIE will increase student achievement by improving core instruction in all content areas. 1a

G074227

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Math Gains	67.0
Math Lowest 25% Gains	64.0
AMO Reading - All Students	
ELA/Reading Gains	81.0
ELA/Reading Lowest 25% Gains	71.0
FCAT 2.0 Science Proficiency	49.0
CELLA Writing Proficiency	44.0

Resources Available to Support the Goal 2

- Reading: Core Curriculum Program: Mc.Graw Hill, Professional Developments (school based and District Based), technology programs usage such as myOn, iReady, IXI, Discovery Education, etc., Webinars, digital resources, ConnecEd, Vocabulary Workshop Consumables from Sadlier, Vocabulary Workshop Online Version from Sadlier, other resources such as: graphic organizers, handouts from FCRR (<http://www.fcrr.org/>), leveled readers from Mc.Graw Hill, data analysis from CELLA, SAT-10, iReady, Wonder Works from Mc. Graw Hill, Time for Kids Magazines, complex texts, novels, etc.
- Writing: Core Curriculum Program: Mc.Graw Hill, Professional Developments (School Based and District Based), technology programs usage such myOn, IXL, Discovery Education, etc. Teach me Writing Program, Vocabulary Workshop Books, ConnectEd, etc., The Six Traits of Writing Program, mentor texts, Melissa Forney's resources, etc.
- Mathematics: Core Curriculum Mathematics Program: Houghton Mifflin Hartcourt: Go Math (Florida Edition), Professional Development (School Based and District Based), software programs such as: iReady, IXL, Reflex Math, Gizmos, Discovery Education,
- Science: Core Science Program: Scott Foresman for Kindergarten through third grade and Interactive Science for 4th and 5th grade, Gizmos, Discovery Education, Science manipulative, Science dictionaries, instructional resources (FCAT Science Test Prep, graphic organizers, interactive notebooks, etc),

Targeted Barriers to Achieving the Goal 3

- Limited time to perform effective common planning across content areas. Even though teachers have planning time in their schedule, they have to provide Response to Intervention to TIER 2 students during that time. Therefore, teachers have less common planning time to plan effective best practices lessons.

Plan to Monitor Progress Toward G1. 8

In order to know if teachers are following up with what they discussed and wrote in the weekly grade level minutes form, the Leadership Team will monitor that all items such as planning, data, concerns, resources, etc are being implemented. Examples are: grade books, iReady reports, Interim reports, Baseline, lesson plans, and other assessments.

Person Responsible

Jennifer Gomez

Schedule

On 5/30/2015

Evidence of Completion

Data progress reports mentioned above.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. AIE will increase student achievement by improving core instruction in all content areas. **1**

 G074227

G1.B1 Limited time to perform effective common planning across content areas. Even though teachers have planning time in their schedule, they have to provide Response to Intervention to TIER 2 students during that time. Therefore, teachers have less common planning time to plan effective best practices lessons. **2**

 B193806

G1.B1.S1 Teachers will attend to professional development and plan in collaboration with colleagues to align their daily lessons to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and Science benchmarks to their daily lessons to improve academic achievement. **4**

 S205334

Strategy Rationale

If teachers dedicate their weekly grade level planning, align curriculum to the LAFS and MAFS, and use instructional time effectively, then they will be able to increase academic achievement. Also, if teachers increase the participation of Professional Development, they will be able to improve their methodology of teaching using innovated and new best practices.

Action Step 1 **5**

The Leadership team will monitor teachers during the weekly grade level planning taking place before school to discuss planning, resources being used, suggestions, and strategies learned in Professional developments.

Person Responsible

Jennifer Gomez

Schedule

Weekly, from 9/1/2014 to 6/3/2016

Evidence of Completion

Grade Level Planning Minutes Form

Action Step 2 5

Planning across content areas.

Person Responsible

Vera Hirsh

Schedule

Monthly, from 9/1/2014 to 6/3/2016

Evidence of Completion

Lesson Plans and grade level meetings signing sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will meet weekly once a week and will complete the grade level planning minutes. In this meeting,s they will discuss, plan, and collaborate.

Person Responsible

Jennifer Gomez

Schedule

On 5/30/2015

Evidence of Completion

Mrs. Gomez and Mrs. Ricardo will follow up with teachers and give a response when concerns are being written and expressed by teachers in the grade level meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Mrs. Hirsh and Mrs. Gomez will check lesson plans and the Leadership team will provide support to teachers.

Person Responsible

Jennifer Gomez

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans checking, grade level meetings, discussions, etc.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The Leadership team will monitor teachers during the weekly grade level planning taking place before school to discuss planning, resources being used, suggestions, and strategies learned in Professional developments.	Gomez, Jennifer	9/1/2014	Grade Level Planning Minutes Form	6/3/2016 weekly
G1.B1.S1.A2	Planning across content areas.	Hirsh, Vera	9/1/2014	Lesson Plans and grade level meetings signing sheet	6/3/2016 monthly
G1.MA1	In order to know if teachers are following up with what they discussed and wrote in the weekly grade level minutes form, the Leadership Team will monitor that all items such as planning, data, concerns, resources, etc are being implemented. Examples are: grade books, iReady reports, Interim reports, Baseline, lesson plans, and other assessments.	Gomez, Jennifer	9/29/2014	Data progress reports mentioned above.	5/30/2015 one-time
G1.B1.S1.MA1	Mrs. Hirsh and Mrs. Gomez will check lesson plans and the Leadership team will provide support to teachers.	Gomez, Jennifer	9/1/2015	Lesson plans checking, grade level meetings, discussions, etc.	6/3/2016 one-time
G1.B1.S1.MA1	Teachers will meet weekly once a week and will complete the grade level planning minutes. In this meeting,s they will discuss, plan, and collaborate.	Gomez, Jennifer	9/10/2014	Mrs. Gomez and Mrs. Ricardo will follow up with teachers and give a response when concerns are being written and expressed by teachers in the grade level meetings.	5/30/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	The Leadership team will monitor teachers during the weekly grade level planning taking place before school to discuss planning, resources being used, suggestions, and strategies learned in Professional developments.				\$31,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5044 - Academy For International Education Charter			\$1,000.00
<i>Notes: Planning Professional Development for the 2014-2015 school year. Money was allocated to pay selected teachers.</i>						
			5044 - Academy For International Education Charter	General Fund		\$30,000.00
<i>Notes: Textbooks</i>						
2	G1.B1.S1.A2	Planning across content areas.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5044 - Academy For International Education Charter	General Fund		\$0.00
<i>Notes: Sadlier Program to support Reading/LA</i>						
					Total:	\$31,000.00