

Miami-Dade County Public Schools

Academy For International Education Charter School



2016-17 Schoolwide Improvement Plan

Academy For International Education Charter School

1080 LABARON DR, Miami Springs, FL 33166

<http://www.aiecharter.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	94%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	C	C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Academy For International Education Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

For the Hispanic Heritage this 2016-2017 school year, Mrs. Ricardo and Ms. Alonso applied for the "Cuento de Libros Univision 23 Contest". AIE was selected in this contest, and Ms. Alonso will implement a one month lesson plan integrating all the content areas to support the STEAM initiative this school year. In addition, there is a Hispanic Heritage and Black History Month committee that facilitates teachers to honor, recognize, and celebrate these important dates.

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.

b. 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. The principal, the leadership team, and support staff are present as early as 7:00 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.

c. 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 the counselor. Administrators and the counselor (Ms. Huertas) take further actions depending on the behavior in accordance to the Student Code of Conduct.

d. 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 2016-2017 school year as one strategy to address students' behaviors and mentoring. AIE will be incorporating our current "Cloud 9" character education program within the 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.

3. Early Warning Systems

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

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

The current attendance percentage (2016-2017) is 97.7%. There is a total of two students with more than five tardies. This session will be updated throughout the year.

During the 2016-2017 school year, there are no indoor suspensions.

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.

The 2016 ELA FSA administration demonstrates that 14% (49) students in grades 3-8 scored a Level 1.

The 2016 Math FSA administration shows that 53 students scored a Level 1 in grades 3-8 representing 15%.

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

1. 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	
Attendance below 90 percent	1	0	0	0	1	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	4	4	2	23	32	41	33	26	0	0	0	0	166
Level 1 on statewide assessment	0	0	0	8	8	7	10	12	4	0	0	0	0	49

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	9	10	11	12	
Students exhibiting two or more indicators	1	4	4	2	23	32	41	33	26	0	0	0	0	166

c. 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 school 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 such as 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 two and a half hours additional instructional time in addition to the 90 minutes of the core instruction. In Math, teachers will use small group instruction, manipulative, and software programs to strengthen their academic success.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

AIE will communicate with parents through the school website, flyers, Connect-ed messages, monthly calendars, and letters that go home about different events/school activities involving their child's academic growth. Inviting parents to the Open House, Meet and Greet, PTO meetings, Kindergarten Orientation and transition meetings are some initiatives that AIE uses to increase parental involvement. We will continue to actively engage parents to participate in school activities. In addition, teachers and school staff use e-mails, phone calls, parent - teacher conferences, and others different apps to keep parents informed as well. All of these forms of communication engage parents and the AIE community. Also, AIE informs parents about their child's education, progress, discipline, and school's policies. AIE recruits school volunteers in order to engage more parents and the community to school activities. Furthermore, the Parent Teacher Organization plans fundraising activities throughout the year. The school's profits serve to supply students' rewards, incentives, teachers' incentives, playground equipment, cameras, etc. Many of the incentives are used for students that demonstrate progress in targeted areas.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

1. 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 confer 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, Spring 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.
- Yaquelin Ricardo, PreK-2 Team Leader/Admin Support/ 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. Ms. Huertas also assists with scheduling and makes sure all the students are scheduled in the appropriate classes based on their academic needs.
- 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 other 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 training on the implementation of data driven Instruction in the K-12 reading plan. They facilitate and support data collection and decision making activities.

2. 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, planing, 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's School Improvement Plan (SIP) was approved by the school board and reviewed by Christine Rosario. During the EESAC meetings, the School Advisory Council (SAC) reviews SAT-10, FCAT 2.0, FSA,

i-Ready results, and other test data from the previous year and makes suggestions for the next academic year. The SAC also makes recommendations on technology programs and resources to use in our school. In addition, the SAC meets to discuss about the students' progress and how parental involvement was a key factor to students' success. The SAC also makes recommendations to improve the school's safety and curriculum. These recommendations assist the SIP development as well. Walter Fajet, SAC Chair, reviews i-Ready results and provides positive feedback based on students' reports.

The Principal, Vera Hirsh, ensures that all meetings are created announcing the meeting and verifying the approved minutes using the verification code. In addition, Vera Hirsh and Yaquelin Ricardo inform members about the development of the School Improvement Plan. Vera Hirsh informs members about school events and plans, listens to concerns, shares the annual budget, and asks members for advice in regards to decision making about funds allocated and recognition funds awarded to school if any.

Yaquelin Ricardo and other members of the Leadership Team inform members about test results and data analysis as part of the School Improvement Plan development.

b. 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. Mrs. Ricardo shares the School Improvement Plan with teachers and staff. Every year, during May, Mrs. Ricardo allows teachers to meet by grade levels and discuss the End of the Year SIP recommendations. 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 disaggregated 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.

c. 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. This experience teacher will create, assist, and model Science lessons to integrate Science, Technology, Engineering, Art, and Math. In addition, advanced sixth grade students are being prepared to take Physical Science in 7th grade and Biology in 8th grade. About \$7000 was spent for materials and resources to support this program.

A total of \$1000 was spent on Science manipulative from Pearson Success as part of the Interactive Science 2012 implementation curriculum

In addition, about \$6000 was also allocated to implement the Social Studies program from Mc. Graw Hill with the digital component for Kindergarten through fifth grade. Grammar Workshops consumable books from Sadlier were purchased as part of the Language Arts Curriculum for grades 3-8 spending about \$6000 to enrich the Language Arts Curriculum and Phonics from Sadlier for grade 1.

An approximately \$30,000 has been spent on other books and resources for this 2016-2017 school year.

A total of \$1890 was allocated for the IXL Mathematics software program. A total of \$5000 was spent for Reading Plus for advanced students. A total of \$7000 was also allocated for the Rosetta Stone Program for students taking advance Spanish, ESOL Levels 1, and other students who would like to take other languages.

A total of \$26500 was spent on iReady for grades K-8. Lastly, \$2600 was allocated for Discovery Education and \$2000 was spent for the Active Class to support Civics and History.

2. 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, intervention textbooks, and software. Amount allocated for this project was \$100000.

Robotics materials that supports STEM: \$6000; \$1000 for Science kits, \$45000 for software programs such as: iReady, Write to Learn, Reading Plus, Discovery Education, IXL, Rosetta Stone, Active Class, etc. About \$40,000 was spent in books and resources this 2016-2017 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

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

AIE's collaborative planning takes place twice a month with grade level planning before or after school. Yaquelin Ricardo (K-2), Jennifer Gomez (Grades 3-5), and Nevenka Huertas (6-8) visit these grade level meetings and provide feedback to teachers. They all follow through with teachers' concerns in regards to building, maintenance, curriculum, instruction, issues, technology, etc. Teachers also use their planning time in their schedule to plan and discuss strategies to implement in the classrooms.

The grade level chairs: Johanna Corporan and Evelyn Lao follow up with teachers during these meetings as well.

In addition, teachers in K-8 use their free periods during the special area classes to plan, meet, and adjust instruction as needed.

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

Mrs. Ricardo uses the 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 PLC called "AIE's on the Road to Continuous Improvement". This year (2016-2017), 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.

2. 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.

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

Mrs. Ricardo, PreK-2 Team Leader/Admin Support is mentoring this 2016-2017 school year Maria Martinez (K), Carolina Gonzalez (K), Jocelyn Rodriguez (1), Arielle Swies (1), and Vanessa Betancur (2). Ms. Gomez, Dean of Academics is mentoring Yanelis Martin (4), Elizabeth Ibanez (5), and Cristina Mercedes (3).

Nevenka Huertas, School Counselor is mentoring Matania Germain (Grade 6, first year teacher), Jessica Dominguez (6), Erica Amador (Art), and Karla Wolff (Grades 7-8).

Carlos Camji, ESE Program Specialist is mentoring Daniel Kitchell (Grades 7-8, first 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.

In addition, this 2016-2017 school yea AIE is implementing a new Teacher Mentor Program that consists on building, support, and sustain teachers on a daily basis.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. 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 (Florida Edition for K-5). Middle school uses Florida Math Course 1, 2, & 3 for grades 6-8. Also, for the students taking Algebra 1, the teachers are implementing the new 2015 edition adopted by the Miami-Dade County Public School from Houghton Mifflin Hartcourt. For World Languages, students are also exposed to the new and adopted series "Descubre el Español" con Santillana. In grade 6, a new and adopted curriculum from Houghton Mifflin Hartcourt this school year is also being implemented.

i-Ready is also being used with all K-8 students for Reading and Math. Additional materials such as Grammar Workshops for grades 3-6 from Sadlier and Phonics (1st grade) are being used this 2016-2017 school year.

Imagine Learning, Rosetta Stone, Achieve 3000, IXL, Reading Plus, Discovery Education are other educational software programs that during the 2016-2017 will be implemented.

The Professional Development Liaison, instructors, 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 and based on the Instructional Framework for Teaching and Learning.

b. Instructional Strategies

1. 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 those needs in Reading, Math, and all subject areas.

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 (Mid-Year Assessments, Classroom Assessments, iReady Assessments, Interim Assessments, etc) are 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. The Leadership Team: Jennifer Gomez, Yaquelin Ricardo, Nevenka Huertas, and Carlos Camji, meet with teachers and discuss data analysis (FSA, FCAT, SAT-10). The grade level chairs follow up with the teachers to make sure that the data is used to plan instruction.

Mrs. Ricardo shares Access 2.0 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.

On-going data chats, articulation meetings, and one-one-one data chats are conducted to analyze student's progress in order for teachers to differentiate instruction, identify the student's weaknesses and strengths, and 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 ensures that students are meeting the requirements established in the Student Progression Plan.

2. 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 FSA 2.0 Assessment last school year (2016) in Reading and Math. This before school tutoring serves as an opportunity to meet these students' needs. This 2016-2017 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 iReady, 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 (2016) 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 2016 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 PreK4 and 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 PreK-4 and 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 conduct 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. Ms. Huertas, Mrs. Ricardo, and other staff members visit local places and the neighborhood to advertise the PreK4 program and overall transitions.

b. College and Career Readiness

1. 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.

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

AIE is now offering advanced and elective courses (Algebra 1, Physical Science, Spanish, and Social Studies) to prepare students for college and career readiness. Also, AIE is offering Robotics courses to prepare students for the new challenges of the global society. AIE is also implementing a Journalism curriculum to incorporate Social Studies and daily current event skills. AIE will use Career Day to invite guest speakers to come and talk about different topics and careers. Celebrating Career Day, will allow students to listen to presentations about jobs and career choices.

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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 evidenced by the SAT-10 scores on the 2016 administration. The following is the data disaggregated by grade levels.

Kindergarten: 72% with a stanine of 7-9

Grade 1: 33% with a stanine of 7-9 and 56% with a stanine of 4-6.

Grade 2: 59% with a stanine of 6-9

Another area of strength as demonstrated on the FSA 2.0 2016 administration is ELA: component/ category: Language and Editing in grades 3-8.

An area of weakness as evidenced by the FSA ELA 2.0 administration in grades 3-8 is Integration of Knowledge and Ideas.

Science is an area of weakness as evidenced by the FCAT Science 2.0.

Grade 5: FCAT Science: 38% proficient (Levels 3-5)

Grade 8: FCAT Science: 57% proficient (Levels 3-5)

FSA Results indicate that AIE performed above 50% on the ELA FSA in grades 3, 4, 7, and 8. The Math FSA results demonstrates that students at AIE performed higher than the district or the same in grades 3, 4, 6, and 7.

B. 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 4-5. This curriculum has an online component and manipulative 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.

C. Strategic Goals

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. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

G087599

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

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.

Resources Available to Help Reduce or Eliminate the Barriers 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, Reading Plus, Rosetta Stone, Imagine Learning, etc., Webinars, digital resources, Connect Ed, Grammar, Vocabulary Workshop, and Phonics from Sadlier, CRISS strategies, and other resources such as: graphic organizers, handouts from FCRR (<http://www.fcrr.org/>), leveled readers from Mc.Graw Hill, data analysis from Access 2.0, SAT-10, iReady, FSA test scores, and other assessment forms. Other resources are Wonder Works from Mc. Graw Hill, Time for Kids Magazines, Imagine Learning, complex texts, novels, new curriculum such as Inside, Active Class, STEAM lessons, iReady Math and Reading consumable books, Science dictionaries, 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, Grammar Workshop Books, Connect Ed, 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), aLGEBRA 1, Professional Development (School Based and District Based), software programs such as: iReady, IXL, Reflex Math, Gizmos, Discovery Education, etc.
- 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,Gizmos, STEAM lessons, etc.

Plan to Monitor Progress Toward G1. 8

In order to know if teachers are following up with what they discussed, wrote on the monthly grade level minutes form, and when met during their planning time, 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

Vera Hirsh

Schedule

On 5/31/2017

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. If core instruction is increased in all content areas, then student achievement will improve. 1

G087599

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

B232850

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 using the STEAM model in their daily lessons in order to improve academic achievement. 4

S245816

Strategy Rationale

If teachers dedicate their available planning time and the monthly grade level meetings, 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 (LT) will monitor teachers during the monthly grade level planning taking place before or after school to discuss planning, resources being used, suggestions, and strategies learned in Professional developments. Also, the LT will monitor teachers during their special classes free period to guide them through planning and provide resources.

Person Responsible

Jennifer Gomez

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Grade Level Planning Minutes Form and Agendas

Action Step 2 5

Planning across content areas.

Person Responsible

Vera Hirsh

Schedule

Monthly, from 8/22/2016 to 5/31/2017

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 two times monthly and every time they have an opportunity during their special classes to plan, discuss, and review resources. In these meetings, they will discuss, plan, and collaborate.

Person Responsible

Vera Hirsh

Schedule

On 5/31/2017

Evidence of Completion

Mrs. Gomez, Mrs. Ricardo, Ms. Huertas, Ms. Corporan, and Mrs. Lao will follow up with teachers and give a response when concerns are being written and expressed by teachers in the grade level meetings. In addition, extra support and time will be provided to specific grade levels as needed.

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

Mrs. Hirsh, Mrs. Gomez, Mrs. Ricardo, Ms. Corporan, and Mrs. Lao will check lesson plans and the Leadership team will provide support to teachers.

Person Responsible

Vera Hirsh

Schedule

On 5/31/2017

Evidence of Completion

Lesson plans checking through planbook.com, grade level meetings, discussions, etc.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M331606	In order to know if teachers are following up with what they discussed, wrote on the monthly grade...	Hirsh, Vera	8/22/2016	Data progress reports mentioned above.	5/31/2017 one-time
G1.B1.S1.MA1 M331604	Mrs. Hirsh, Mrs. Gomez, Mrs. Ricardo, Ms. Corporan, and Mrs. Lao will check lesson plans and the...	Hirsh, Vera	8/22/2016	Lesson plans checking through planbook.com, grade level meetings, discussions, etc.	5/31/2017 one-time
G1.B1.S1.MA1 M331605	Teachers will meet two times monthly and every time they have an opportunity during their special...	Hirsh, Vera	8/22/2016	Mrs. Gomez, Mrs. Ricardo, Ms. Huertas, Ms. Corporan, and Mrs. Lao will follow up with teachers and give a response when concerns are being written and expressed by teachers in the grade level meetings. In addition, extra support and time will be provided to specific grade levels as needed.	5/31/2017 one-time
G1.B1.S1.A1 A318323	The Leadership Team (LT) will monitor teachers during the monthly grade level planning taking place...	Gomez, Jennifer	8/29/2016	Grade Level Planning Minutes Form and Agendas	5/31/2017 monthly
G1.B1.S1.A2 A318324	Planning across content areas.	Hirsh, Vera	8/22/2016	Lesson Plans and grade level meetings signing sheet.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

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.

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 using the STEAM model in their daily lessons in order to improve academic achievement.

PD Opportunity 1

The Leadership Team (LT) will monitor teachers during the monthly grade level planning taking place before or after school to discuss planning, resources being used, suggestions, and strategies learned in Professional developments. Also, the LT will monitor teachers during their special classes free period to guide them through planning and provide resources.

Facilitator

Yaquelin Ricardo

Participants

All teachers

Schedule

Monthly, from 8/29/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Leadership Team (LT) will monitor teachers during the monthly grade level planning taking place before or after school to discuss planning, resources being used, suggestions, and strategies learned in Professional developments. Also, the LT will monitor teachers during their special classes free period to guide them through planning and provide resources.				\$94,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5044 - Academy For International Education Charter	General Fund		\$40,000.00
			<i>Notes: Textbooks: 6th Grade ELA from HMH; 8th Grade Algebra 1 (HMH); 2-5 Reading Wonders and Wonder Works for RTI; Science K-8, Manipulatives, 6-8 Intensive Reading materials, Spanish Consumables from Santillana, Social Studies from Mc. Graw Hill, etc.</i>			
			5044 - Academy For International Education Charter	General Fund		\$5,000.00
			<i>Notes: Planning Professional Development for the 2016-2017 school year. Money was allocated to pay selected teachers. Money was also allocated to buy the CRISS Training Manuals and hold two days CRISS Professional Development.</i>			
			5044 - Academy For International Education Charter	General Fund		\$49,100.00
			<i>Notes: Software: i-Ready, Rosetta Stone, Reading Plus, Discovery Education, IXL, Write to Score, Write Score, Active Class, etc.</i>			
2	G1.B1.S1.A2	Planning across content areas.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5044 - Academy For International Education Charter	General Fund		\$6,000.00
			<i>Notes: Sadlier Program to support Reading/LA: Phonics for 1st grade and Grammar Workshops for grades 3-8.</i>			
Total:						\$100,100.00