Academy For International Education Charter School

2018-19 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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	75%

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	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Academy For International Education Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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.

Relationships are built through our staff, students, and parents in different ways. AIE 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. Creating opportunities for students and teachers to work together and support one another for a common goal is essential to us.
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 2018-2019 school year, the Hispanic Heritage Committee will prepare a Hispanic Heritage Festival.
Ms. Alonso and Ms. Pulido will implement a one month lesson plan integrating all the content areas to support the STEM 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 feed back 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.
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 allow 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.

Students at Academy for International Education Charter School are safe and respected at all times.This 2018-2019 school year, AIE has increased student supervision and safety by assigning personnel to specific locations around the building as early as 7:00 a.m. Security guards, teachers, staff, and administrators patrol the hallways at different times throughout the day. The school also has added video surveillance in some locations around the school which helps monitor the safety of all students and personnel. All school visitors are directed to the main office to be screened and assisted.

AIE 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: 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.

Recognizing good behavior is important and establishing expectations and routines help students feel safe.

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
take further actions depending on the behavior in accordance to the MDCPS Student Code of Conduct.

This 2018-2019 school year, a school wide behavior monitoring system called Kickboard is being implemented for grades 5-8. Kickboard helps us achieve a thriving and positive school culture. This software program captures and analyzes positive and negative behavior data, helps reinforce behaviors throughout the school, guides change efforts, manages school-wide incentives, informs restorative practices, and gives immediate, meaningful feedback to students. Students are able to earn points for a set of appropriate and expected behaviors. A clear set of rules and expectations are given to the students prior to the implementation. Teachers in all classes are able to continue and follow the same reward system.

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 ensures the social-emotional needs of all students. All personnel is involved on the well being of all students. The school Guidance Counselor provides both group and individual counseling. The counselor 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 this 2018-2019 school year as one strategy to address students' behaviors and mentoring. AIE will be incorporating the character education program " Values Matter" initiative. This is a way for students to demonstrate good values in school. The Values Matter initiative helps us foster ethical, responsible, and caring young individuals by teaching good character and modeling behaviors.

Through the implementation of the "Values Matter" initiative, AIE faculty and staff can identify students in need of additional resources or support.
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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

This session will be updated throughout the year.

AIE Charter school will work in collaboration with teachers parents, and the community to implement strategies during the daily instruction and overall school activities in order to reduce and improve these indicators.

See number of students who exhibited the early warning system indicators below.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	0	1	0	2	16	9	5	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	2	4	13	24	21	15	0	0	0	0	79
Level 1 in FSA Math	0	0	0	2	4	4	21	12	12	0	0	0	0	55

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	2	2	4	19	37	36	29	0	0	0	0	134

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.. 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 648381.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

The school utilizes a variety of partnerships with local and community programs. AIE makes partnerships with the Miami Springs community. This year, we have partnered with the Glenn H. Curtis Mansion located at 500 Deer Run. Miami Springs.

Middle School students are able to experience this historical site. Our students have been able to learn that this current structure directly connected to aviation pioneer and promoter, flying ace, prolific inventor, developer, "Father of Naval Aviation" and Distinguished Flying Cross recipient Glenn Hammond Curtiss, the Curtiss Mansion at 500 Deer Run was not only home to Curtiss and his family from its construction in 1925 to his death in 1930, but also the setting for a prodigious body of work and number of accomplishments and activities that the great man undertook while in residence. This partnership is one example that supports community involvement and help increase student achievement.

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

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
Ricardo, Yaquelin	Dean
Camji, Carlos	Teacher, ESE
Bertrand, Megan	Administrative Support
Fajet, Walter	Dean

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.
• Yaquelin Ricardo, Kindergarten - Grade 5 Dean provides support to the staff to make sure that all teachers are implementing and planning lessons using the Language Arts Florida Standards. Mrs. Ricardo is the designated test chair who ensures Baselines, Mid-Year, Spring Assessments, and State tests are implemented appropriately following district/state guidelines. As the test chair of the school, Mrs. Ricardo is responsible for planning, training, and monitoring the testing process throughout the school year.
Also, she participates in student data collection, 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 in K-5, 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.
• Walter Fajet, Grades 6-8 Dean provides support to the middle school teachers and staff to also make sure the lessons are delivered with fidelity and using grade level materials. Dr. Fajet makes sure all middle school students are scheduled appropriately in the corresponding classes based on their FSA scores and performance using Power BI. Dr. Fajet conducts professional development to

share, teach, and model best strategies and improve teaching and learning between students and teachers. Dr. Fajet also performs walk throughs to observe teachers and their lessons' delivery in order to assist them and give feedback.

Guidance Counselor, plans and implements an anti-bullying program. meets with students for individual and group counseling. The counselor 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. The counselor also implements the Do the Right Thing Program (DTRT). In addition, the counselor provides support to teachers and administrators to make sure students and parents are aware of the importance of attendance. The counselor recognizes students, parents, and teachers who cooperate and participate in school's activities. The counselor 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.

• Megan Bertrand, Assistant Dean of Upper School and STEM Coordinator, provides instructional support and guidance to staff in the areas of Science, Technology, Engineering and Mathematics (STEM). Ms. Bertrand works with the leadership team to insure STEM curriculum integration is taking place in all content areas. She is also responsible for making sure that AIE's practices align with M-DCPS STEM designation requirements to ensure the school receives a STEM designation from the district. Ms. Bertrand meets with the middle school team to review best practices, discuss concerns, and works to develop action plans with the purpose of making sure staff and students needs are met. Ms. Bertrand ensures all teachers and staff are assigned to a morning and afternoon post to promote student's safety.

• 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.

The leadership team monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis. The leadership team uses Power BI to collect data and uses the data collected to make curriculum and academic decisions to meet student's needs. The leadership team also monitors the delivery of instruction and intervention with fidelity. We provide different levels of support and interventions to students based on different data analysis and state assessments results. Students with academic needs in Reading will be placed on Tier 2 Response to Intervention for grades K-5. Students in 6-8 will be placed in an intensive reading class in addition to their regular LA course.

Federal, state and local funds are used to provide students and faculty with numerous resources, tutoring services, textbooks, software like IReady, IXL, Reading Plus, etc.

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 all year

long. The Principal and both Deans conduct walk throughs daily. AIE monitors the implementation of best practices and strategies to implement for students not meeting standards. Mostly all teachers have common planning where they meet and discuss student's concerns, academics, planing, assessments, best practices, etc. During this time, teachers discuss their concerns and find solutions to problems such as academics, instructional delivery, etc. Teachers have the opportunity to express their ideas and suggestions. 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.

Dr. Fajet makes sure that all computers and electrical equipment are inventoried and functioning appropriately. Dr. Fajet 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
Darleny Gil	Parent
Maria Rivero	Business/Community
Gloria Sanjur Leal	Business/Community
Mrs. Ravelo	Parent
Walter Fajet	Education Support Employee
Megan Bertrand	Teacher
Izabella Gonzalez	Student
Amanda Dean	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year's School Improvement Plan (SIP) was submitted on time and approved. During the EESAC meetings, the School Advisory Council (SAC) reviews SAT-10, FCAT 2.0, FSA, and EOC assessments.
I-Ready results and other test data from the previous year are also shared. 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 is 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. Gloria Sanjur, SAC Chair, and all members review assessment results and provide 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 EESAC is involved in developing the goals and objectives for the School Improvement Plan (SIP) based on feedback provided by each grade level/department at the end of the year SIP Recommendation/Review form. The original draft of the School Improvement Plan is reviewed by the leadership team and all teachers and staff who make recommendations.

The Leadership team meets daily or 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 encourages teachers to meet by grade levels and discuss the End of the Year SIP recommendations. Yaqueln Ricardo and Walter Fajet conduct data analysis based on the Science FCAT 2.0, End of Course Assessments

(EOC), Florida Standards Assessments test results from the previous year. This data is presented 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.

c. Preparation of the school's annual budget and plan

The budget is prepared taking in consideration different components. For example, areas in need, grade levels needing support, etc. This 2018-2019 academic year, a K-5 Reading Interventionist was hired. More Science experienced teachers for middle school were hired to assist with the development of a Comprehensive K-8 STEM Program. These teachers 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 $15,000 was spent for materials and resources to support this program. $10,000 were spent on 10 virtual realities headsets.

In addition, about $5000 was also allocated to implement the Social Studies program from Mc. Graw Hill with the digital component for Kindergarten through fifth grade. Phonics consumable books from Sadlier were purchased as part of the Language Arts Curriculum for grades K-2 spending about $6000 to enrich the Language Arts Curriculum.

An approximately $100, 000 was spent on books and resources for this 2018-2019 school year.

A total of $2000 was allocated for the IXL Mathematics software program.

A total of $8000 was spent on iReady books and toolbox resources. for grades 3 and 6-8. Lastly, $2600 was allocated for Discovery Education.

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, Social Studies textbooks, intervention textbooks, and software.

Amount allocated for this project was $100,000.

Robotics materials that supports STEM: $8000; $60, 000 for software programs such as: iReady, Discovery Education, IXL, etc.

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
Castillo, Auri	Teacher, K-12
Fajet, Walter	Dean

b. Duties

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

The Literacy Leadership Team's (LTT) 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). Members from this team will assist teachers to integrate curriculum in all subject areas. In addition, the LLT discusses best practices to implement in the classrooms and shares them across grade levels. Also, the LLT develops an action plan regarding how to make improvements in Writing and Science instruction, suggests professional development, and reviews progress-monitoring data at the grade/classroom level. The LLT identifies students who are moderate/high risk for not meeting standards in order to ensure the effectiveness of focus lessons and meet with teachers to support them in the process. The LLT is responsible for making sure that students who are below grade level and not meting 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

During the opening of the 2018-2019 school year, the leadership team planned staff team building activities to encourage positive working relationships among teachers. Teachers who are new to the school are assigned a mentor teacher or staff member.
AIE's collaborative planning takes place during special area classes, mornings and afternoons before and/or after school. Also, this 2018-2019 academic year, most of the grade levels have common planning.
Yaquelin Ricardo (K-5), Walter Fajet (6-8), and other members of the Leadership Team visit grade level

meetings and do daily walk-thrus to provide feedback to teachers. They all follow through with teachers' concerns in regards to building, maintenance, curriculum, instruction, issues, technology, etc. Teachers also use this planning time in their schedule to plan and discuss strategies to implement in the classrooms.

Teachers and members of the leadership team debrief with during these meetings. Megan Bertrand, performs walk-thrus and assists teachers with Science planning and STEM implementation.

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

The SECME Committee meets monthly to discuss STEM implementation and discuss ways to improve teaching practices in the areas of STEM. The robotics club meets every other week with students to prepare for competitions and promote engineering and critical thinking skills.

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. AIE teachers have participated in a PLC called "AIE's on the Road to Continuous Improvement" and last year, AIE participated in a PLC where teachers and school members met, plan, research, and collaborate on topic to strive for improvement. During the initial meeting of the PLC, teachers collaborated and created smart goals, set up norms, and protocols to use throughout the PLC. This 2018-2019 year, K-5 will participate in a PLC called Becoming a Reflective Teacher.

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.

Teacher positions are advertised online at teachers-teachers.com and college job fairs. Also, comparable salaries to the district are offered to all employees as well as matching salaried based on teachers' years of experience.

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

Mrs. Ricardo, K-5 Dean, is mentoring Ms. Matus, Grade 1.

Walter Fajet, 6-8 Dean is mentoring Kayla Hernandez, Grade 6.

Ms. Bertrand, STEM coordinator and Assistant of Upper School Dean is mentoring Ms. Roque and Ms. Curiel.

These teachers are provided classroom 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.

During this 2018-2019 school year, the K-5 team has implemented the peer coaching and mentoring model to become reflective professionals. Teachers are being paired up in teams to observe each other to give feedback on instructional delivery, strategies used, student engagement, etc.

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 adopts 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 (Common Core 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.

For Grades 6-8, Collections is used during the ELA period. In addition, we also adopted the Go Math National Edition for grades K-5 and Social Studies for grades K-8. This 2018-2019 school year, the new Science curriculum has been adopted; Science Ellevate for grades K-5 and Comprehensive Science for grades 6-8. A new Biology updated version has also been adopted.

i-Ready is also being used with all K-8 students for Reading and Math.

Imagine Learning, Achieve 3000, IXL, Reading Plus, Discovery Education are other educational software programs is used during this academic year.

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.

Mrs. Ricardo and Dr. Walter Fajet conduct data chats with teachers to assist them with instructional planning and 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 for grades K-5 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: Vera Hirsh, Walter Fajet, Yaquelin Ricardo, Carlos Camji, and Megan Bertrand meet with teachers and discuss data analysis (FSA, FCAT, SAT-10).

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 needing assistance in Civics.

Strategy Rationale

Enrichment and student support

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fajet, Walter, walterfajet@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: After School Program

Minutes added to school year: 180

Provide after school tutoring for students in grades 3-8 that received a score below 50 percentile on the SAT-10 in second grade last school year (2018) and for students that are performing below grade level in grades 3-8 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, Yaquelin Ricardo, and Walter Fajet are responsible for this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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 Kindergarten-8. 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, Walter Fajet (6-8 Dean), and the school 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.

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 FL 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, Geometry, 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 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.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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"Â? 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.

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`

🔑 G100984

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`

- Time management and not enough planning periods for all teachers in all grades throughout the day making it difficult for most of the teachers to work together during their specific planning period and plan rigorous 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, 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, Scholastic Magazines, Imagine Learning, complex texts, novels, new curriculum such as Inside, Active Class, STEM 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, 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 (National Edition), Algebra 1, Professional Development (School Based and District Based), software programs such as: iReady, IXL, Reflex Math, Gizmos, Discovery Education, etc.

- Science: Core new adopted Science Program: Science Elevate for grades K-5 and Mc. Graw Hill Comprehensive Science Course 1-3 for grades 6-8, Gizmos, Discovery Education, Science manipulative, Science dictionaries, instructional resources (FCAT Science Test Prep, graphic organizers, interactive notebooks,Gizmos, STEM lessons, etc.

Plan to Monitor Progress Toward G1. 8

In order to know if teachers are following up with what they discussed 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 6/6/2019

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

G100984

G1.B1 Time management and not enough planning periods for all teachers in all grades throughout the day making it difficult for most of the teachers to work together during their specific planning period and plan rigorous lessons. 2

B272272

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 STEM model in their daily lessons in order to improve academic achievement. 4

S288304

Strategy Rationale

If teachers dedicate their available planning time and 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 common planning when available 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

Walter Fajet

Schedule

Weekly, from 8/20/2018 to 6/6/2019

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 8/20/2018 to 6/6/2019

Evidence of Completion

Lesson Plans and common planning signing sheet.

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

Teachers will meet during their common planning and every time they have an opportunity to plan, discuss, and review resources. In these meetings, they will discuss, plan, and collaborate.

Person Responsible

Vera Hirsh

Schedule

On 6/6/2019

Evidence of Completion

Walter Fajet, Yaquelin Ricardo, Megan Bertrand, Nevenka Huertas, and Carlos Camji will follow up with teachers and give a response when concerns are being written and expressed by teachers in the common planning 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, Dr. Fajet, Mrs. Ricardo, and Ms. Bertrand will check lesson plans and the Leadership team will provide support to teachers.

Person Responsible

Vera Hirsh

Schedule

On 6/6/2019

Evidence of Completion

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

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 Time management and not enough planning periods for all teachers in all grades throughout the day making it difficult for most of the teachers to work together during their specific planning period and plan rigorous 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 STEM model in their daily lessons in order to improve academic achievement.

PD Opportunity 1

The Leadership Team (LT) will monitor teachers during the common planning when available 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 and Walter Fajet

Participants

All teachers

Schedule

Weekly, from 8/20/2018 to 6/6/2019

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 common planning when available 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.				$115,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			5044 - Academy For International Education Charter	General Fund		$90,000.00
			Notes: Textbooks: 6th -8th Grade ELA from HMH; 8th Grade Algebra 1 (HMH); 2-5 Reading Wonders and Wonder Works for RTI; New Science adopted curriculum K-8, Manipulatives, 6-8 Intensive Reading materials, Spanish Consumables from Santillana, Social Studies K-8 from Mc. Graw Hill and TLC, (new edition).			
			5044 - Academy For International Education Charter	General Fund		$5,000.00
			Notes: Planning Professional Development for the 2018-2019 school year. Money was allocated to pay selected teachers.			
			5044 - Academy For International Education Charter	General Fund		$20,000.00
			Notes: Software: i-Ready, Reading Plus, Discovery Education, IXL, etc.			
2	G1.B1.S1.A2	**Planning across content areas.**				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			5044 - Academy For International Education Charter	General Fund		$5,000.00
			Notes: IXL, Reflex Math, Discovery Education, etc.			
					Total:	**$120,000.00**

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 🔑 M428029	In order to know if teachers are following up with what they discussed during their planning time,...	Hirsh, Vera	8/20/2018	Data progress reports mentioned above.	6/6/2019 one-time
G1.B1.S1.MA1 🔑 M428027	Mrs. Hirsh, Dr. Fajet, Mrs. Ricardo, and Ms. Bertrand will check lesson plans and the Leadership...	Hirsh, Vera	8/20/2018	Lesson plans checking through planbook.com, grade level meetings, discussions, etc.	6/6/2019 one-time
G1.B1.S1.MA1 🔑 M428028	Teachers will meet during their common planning and every time they have an opportunity to plan,...	Hirsh, Vera	8/20/2018	Walter Fajet, Yaquelin Ricardo, Megan Bertrand, Nevenka Huertas, and Carlos Camji will follow up with teachers and give a response when concerns are being written and expressed by teachers in the common planning meetings. In addition, extra support and time will be provided to specific grade levels as needed.	6/6/2019 one-time
G1.B1.S1.A1 🔑 A391106	The Leadership Team (LT) will monitor teachers during the common planning when available to...	Fajet, Walter	8/20/2018	Grade Level Planning Minutes Form and Agendas	6/6/2019 weekly
G1.B1.S1.A2 🔑 A391107	Planning across content areas.	Hirsh, Vera	8/20/2018	Lesson Plans and common planning signing sheet.	6/6/2019 monthly