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Academy For International Education Charter School

1080 LABARON DR, Miami Springs, FL 33166

<http://www.aiecharter.net>

Demographics

Principal: Yaquelin Ricardo

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: A (65%) 2017-18: B (56%) 2016-17: B (57%) 2015-16: B (59%) 2014-15: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	B	B

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Hirsh, Vera	Other	Mrs. Vera Hirsh, Head of Schools works with team members to identify student and staff needs. Collaborates with team members in problem-solving and planning. Ensures that all leadership members attend the Leadership Weekly Meetings in order to discuss school's concerns, budget, expenses, technology, security, software usage, staff deployment, purchase orders, etc. Vera Hirsh makes sure that the implementation of the RAPTOR and school security is in place and its implemented with fidelity. Allocates resources to meet the needs of all teachers, students, and staff. Understands and ensures the integration and implementation of goals, action plans, data, and practices. Ensures communication of information. Plans the involvement of families and community regarding school-wide goals and activities.
Ricardo, Yaquelin	Principal	Mrs. Ricardo ensures that teachers work in collaboration and set high expectations for all students to close the achievement gap between advantaged and less advantaged students. Implements and schedules MTSS/ RTI. Monitors school attendance. Makes decisions for the use of data driven instruction. Meets with parents, teachers, and staff regarding academics, data, and activities for the continuous improvement. Plans Professional Development and supports classroom instruction by modeling lessons. Shares a common goal of improving instruction for all students. Collects, analyzes, and shares data.
Bertrand, Megan	Assistant Principal	Ms. Megan Bertrand 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 MDCPS STEM designation requirements to ensure the school receives a STEM designation from the district. provide support to teachers, parents, and students regarding student behavior and discipline. Works with team members to provide support and meets the needs of students, parents, and staff.
Camji, Carlos	Teacher, ESE	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.
Canelo, Dorremi	School Counselor	Dorremi Canelo and Margarita Avalos plan and implement an anti-bullying program. They meet with students for individual and group counseling. Ms. canelo implements a school wide character education program. She also implements the Do the Right Thing Program (DTRT). In addition, both counselors provide support to teachers and administrators to make sure students and parents are aware of the importance of attendance. Both recognize students, parents, and teachers who cooperate and participate in school's activities.

Name	Title	Job Duties and Responsibilities
Gonzalez, Kelly	Teacher, K-12	Grade Level Chairs and Instructional Support: Amanda Dean Jennifer Matus Kelly Gonzalez Grade Level Chairs and Instructional Support Personnel share a common goal of improving teaching and learning. Communicate and collaborate with administrators and staff to inform, share, and assist with the problem solving process. Participate and assist with data analysis, best practices, and resources implementation.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	52	58	69	59	60	65	0	0	0	0	0	0	0	363
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 10/14/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	1	0	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	23	20	12	0	0	0	0	0	0	0	55

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

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	60%	62%	57%	62%	57%	55%
ELA Learning Gains	61%	62%	58%	61%	61%	57%
ELA Lowest 25th Percentile	59%	58%	53%	56%	58%	52%
Math Achievement	66%	69%	63%	62%	66%	61%
Math Learning Gains	59%	66%	62%	47%	65%	61%
Math Lowest 25th Percentile	63%	55%	51%	35%	57%	51%
Science Achievement	48%	55%	53%	47%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	52 (0)	58 (0)	69 (0)	59 (0)	60 (0)	65 (0)	363 (0)
Attendance below 90 percent	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	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	60%	-4%	58%	-2%
	2018	58%	61%	-3%	57%	1%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	63%	64%	-1%	58%	5%
	2018	54%	60%	-6%	56%	-2%
Same Grade Comparison		9%				
Cohort Comparison		5%				
05	2019	73%	60%	13%	56%	17%
	2018	42%	59%	-17%	55%	-13%
Same Grade Comparison		31%				
Cohort Comparison		19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	67%	5%	62%	10%
	2018	84%	67%	17%	62%	22%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	76%	69%	7%	64%	12%
	2018	60%	68%	-8%	62%	-2%
Same Grade Comparison		16%				
Cohort Comparison		-8%				
05	2019	67%	65%	2%	60%	7%
	2018	61%	66%	-5%	61%	0%
Same Grade Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	46%	53%	-7%	53%	-7%
	2018	44%	56%	-12%	55%	-11%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	59	82	44	59						
ELL	47	62	61	60	61	65	32	65	100		
HSP	60	62	58	67	60	65	49	77	91		
WHT	61	60		71	52			75			
FRL	56	62	61	63	60	67	43	74	90		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	41		33	47						
ELL	35	43	36	49	53	64	29	36			
HSP	57	48	40	63	56	58	56	58	73		
WHT	52	29		57	57						
FRL	52	44	37	58	54	57	53	50	66		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	54	54	50	61	43		29				
ELL	36	54	56	48	34	26	21	35			
HSP	63	61	56	63	47	37	48	75	67		
WHT	62	76		62	48		47				
FRL	58	58	52	60	46	33	41	70	65		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	651
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	66

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that shows the lowest performance is Science.

Some contributing factors to last year's low performance are the following:

1. Limited of Benchmarks instruction in lower grade levels that are needed for students to learn skills by the time they get to grade 5
2. Using data to drive instruction

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

Science is the data component that showed a decline by 8% since all other areas improved.

One factor that contributed is listed above. Additionally, students' lack of Science vocabulary and skills learned in previous grades contributed to this decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science is the data component that shows a gap between the state and AIE. There is a 4% gap between AIE and the State.

As mentioned above, benchmarks taught in previous grade levels are needed for students to learn skills and apply the new concepts learned. Using data to drive instruction may have also been a factor that contributed to this trend.

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

ELA Learning Gains is the component that showed most improvement.

Some actions the school took in this area are the following:

1. Providing after school tutoring
2. Implementing RTI with fidelity
3. Improving classroom instruction
4. Use of I-Ready and monitoring student's progress

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concerns are:

1. Science instruction and student's progress
2. Continue implementing rigorous instruction across grade levels

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

1. Science instruction and improvement
2. Vocabulary knowledge across the grade levels
3. Implementation of rigorous instruction
4. Allowing students to become critical thinkers
5. Monitoring student progress using various data

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Implementing rigorous instruction using the Depth of Knowledge levels of questioning and utilizing data driven instruction in all content areas.
Rationale	<p>Research says that when students are exposed to a rigorous learning environment, they take responsibility for their learning. They learn to reflect on their thinking and they become better problem solvers.</p> <p>They also learn to ask productive questions rather than expecting to be shown how to proceed.</p> <p>Teachers also must answer those questions with just enough information to move students forward while preserving the challenge of the task. Additionally, teachers need to use data to plan instruction and share data with students for them to be aware of their progress.</p> <p>AIE teachers need to be aware of the impact in student achievement that this approach brings and improve planning and teaching using this approach.</p>

State the measurable outcome the school plans to achieve	Increase academic achievement in all content areas as measured by state assessments, observations, progress monitoring, and data trackers.
Person responsible for monitoring outcome	Yaquelin Ricardo (yricardo1@dadeschools.net)
Evidence-based Strategy	<p>The implementation of data driven instruction will allow teachers and administrators to analyze data, make instructional decisions, plan, and reflect on teaching and learning. Also, increasing rigor by using the Depth of Knowledge will make a significant difference in a student achievement. Rigorous instruction will force students to confront misconceptions, reconsider positions, separate the implicit from the explicit, and engage in critical thinking practices.</p>
Rationale for Evidence-based Strategy	<p>The implementation of data trackers will allow teachers, students, and parents to engage in reflective conversations about the student's data and their progress. Additionally, teachers will plan and implement using the Depth of Knowledge to increase academic achievement and teach students to think critically.</p>

Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of student data tracker across grade levels. 2. Use the Depth of Knowledge when planning and teaching to increase rigor. 3. Use data driven instruction. 4. Support teachers through professional developments.
Person Responsible	Yaquelin Ricardo (yricardo1@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Another school wide improvement priority is school safety. AIE has improved school safety by implementing a closed campus policy. AIE uses the RAPTOR system to screen all visitors that come into

the building. Additionally, support staff have designated areas to monitor students at times including the police officer on campus from bell to bell.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

AIE Charter involves parents and families and cares for their children's education. Parents are kept informed of all school activities via school messaging, a monthly Title I Activities Calendar, the school's web page, flyer announcements, and social media. Parents are able to participate in the decision-making process through their participation in the EESAC and PTO. Additionally, they are invited to participate in workshops addressing various topics selected. Parents are kept informed of their children's academic and/or behavior progress via progress reports, report cards, phone calls, and parent/teacher conferences, among others.

AIE's Parent Teacher Organization (PTO) works together with parents, teachers, and staff to plan activities such as Book Fairs, Open Houses, Science FAIR Nights, Meet and Greet, and fundraising activities. AIE's one 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.

During these events, teachers and administrators also get to know and interact with their students and families. Other events such as Field Day, and interest-based clubs such as Art Club, Chess, Music Club, and Morning Announcement Club, create fun opportunities for students and teachers to work together and support one another during activities in which they share common interests.

AIE will continue inviting parents and community stakeholders to build positive relationships. AIE invites parents to Hispanic Heritage Month activities and festivals. Parents and families are invited to educational field trips, STEM night interactions, data chats, take your dad to school day, honor roll breakfasts, etc.

PFEP Link

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

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 social-emotional needs of students at Academy for International Education Charter School are assessed and met through our school's counseling department. The counselor/s bring awareness to students through character education in classroom lessons and responsive services; which include individual and small-group settings or crisis intervention. This becomes part of the school's prevention and intervention plan when dealing with students who are in crisis. The school counselors also consult

and collaborate with parents, teachers, other educators, and community organizations in order to fully address the whole child as they deal with their social-emotional need.

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-5. 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.

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 School's Leadership Team meets on a regular basis to discuss personnel's responsibilities and assignments for them to assist in meeting the needs of the students. AIE Charter School provides support to teachers by hiring hourly personnel to assist them in the classroom.

AIE has established a MTSS team that provides information about progress monitoring and intervention strategies for struggling students. Teachers meet with the Principal and staff to identify and monitor progress of students who are in need of intervention. They all work in collaboration to assist students in closing their academic gaps. AIE follows the MDCPS Progress Monitoring calendar and uses I-Ready to administer diagnostic assessments and monitor the student's progress.

The MTSS/RTI Team gathers and analyzes data to adjust academic and behavioral goals and to monitor the fidelity of the delivery of instruction and interventions on a regular basis; providing a systematic check and balances process to ensure student achievement and literacy, to promote school safety, increase attendance, and prevent student failure through early interventions.

Additionally, AIE uses the supplemental tutoring title III funds to provide support to students in all content areas. These funds are used to provide teachers with financial compensation for after school tutoring.

The principal meets with teachers and coordinates the tutoring sessions and resources that are utilized to best meet the needs of the students.

The title I funds are used to purchased laptops to provide students and teachers with an opportunity of a blended model of instruction and learning.

The Head of the School meets on a weekly basis to identify, discuss, and align all resources to maximize student outcomes. The Principal along with teachers and staff meet on a monthly basis to also assess the programs in placed and make changes as needed to a successful implementation.

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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Implementing rigorous instruction using the Depth of Knowledge levels of questioning and utilizing data driven instruction in all content areas.				\$98,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	390-Other Purchased Services	5044 - Academy For International Education Charter	Title, I Part A		\$1,274.00
	5100	690-Computer Software	5044 - Academy For International Education Charter	Title, I Part A		\$96,926.00
Total:						\$98,200.00