

Miami-Dade County Public Schools

Academy For International Education Charter School



2021-22 Schoolwide Improvement Plan

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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: 8/1/2017

| | |
|--|--|
| 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 |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 0% |
| 2020-21 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%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Academy For International Education Charter School

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<http://www.aiecharter.net>

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p> | <p>2020-21 Title I School</p> <p>Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>97%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>Yes</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Year | | | | |
| Grade | | A | A | B |

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Academy for International Education is to create student-leaders who are empowered by challenging academic experiences while solving real-world problems in a culture of innovation and collaboration. Our students think critically, discover relentlessly, and act ethically, in service of humanity.

Provide the school's vision statement.

AIE will immerse its students in science, technology, engineering, arts and mathematics (STEAM) as a way of seeking facts and making sense of the world around them. At AIE learning is focused on active exploration of major concepts, ideas and theories through hands-on learning and real-life problem solving. Students will be challenged to use scientific knowledge and critical thinking skills as they take ownership of their personal academic exploration and growth.

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|----------------------------|---|
| Hirsh, Vera | Head of Schools | 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 | | Mrs. Ricardo ensures that teachers work in collaboration and set high expectations for all students to close the achievement gaps 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. |
| Burks, Charlene | Special Projects, Director | Ms. Charlene Burks ensures that the Principal follows MDCP-S guidelines and state statutes. Collaborates with the principal to order furniture, supplies, etc. Meets with the head of school to ensure teachers and staff have what's needed. Guides the technology team. Schedules the support staff personnel into different posts to monitor students and hallways. Communicates with stakeholders. Coordinates the police officer to be on campus bell to bell. |
| Curiel, Brandy | Dean of Students | Brandy Curiel provides instructional support and guidance to staff in the areas of Science, Technology, Engineering and Mathematics (STEM). 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 STEAM designation requirements to ensure the school receives a STEAM designation. Provides 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 | | 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. |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|-------------------|--|
| Canelo, Dorremi | | Dorremi Canelo plans and implements an anti-bullying program. Provides support to teachers and administrators to make sure students and parents are aware of the importance of attendance. Provides support through professional development to teachers regarding mental health. |
| Avalos, Margarita | | Margarita Avalos meets with students for individual and group counseling. Implements a school wide character education program. Recognizes students, parents, and teachers who cooperate and participate in school's activities. Works with the principal to discuss academic concerns. Shares resources with teachers for the well being of the students. Collaborates with the principal in different initiatives. |
| Gavillan, Yolanda | Grade Level Chair | <p>Grade Level Chairs and Instructional Support: Ivette Casal: Grades K-2 Yolanda Gavillan: Grades: 3-5 Kelly Gonzalez Catherine Curbelo Amanda Dean Arielle Swies</p> <p>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.</p> |
| Casal, Ivette | | 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. |

Demographic Information

Principal start date

Tuesday 8/1/2017, Yaquelin Ricardo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

380

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

1

Demographic Data

Early Warning Systems

2021-22

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 | 53 | 64 | 56 | 76 | 67 | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 382 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 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 | 8 | 7 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |

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 | 7 | 3 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 57 | 53 | 62 | 71 | 61 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 378 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

The number of students identified as retainees:

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

2020-21 - 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 | |
| Number of students enrolled | 57 | 53 | 62 | 71 | 61 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 378 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 60% | 62% | 57% | 57% | 62% | 56% |
| ELA Learning Gains | | | | 61% | 62% | 58% | 46% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 59% | 58% | 53% | 38% | 59% | 48% |
| Math Achievement | | | | 66% | 69% | 63% | 63% | 69% | 62% |
| Math Learning Gains | | | | 59% | 66% | 62% | 56% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 63% | 55% | 51% | 58% | 55% | 47% |
| Science Achievement | | | | 48% | 55% | 53% | 56% | 58% | 55% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 56% | 60% | -4% | 58% | -2% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 63% | 64% | -1% | 58% | 5% |
| Cohort Comparison | | -56% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 73% | 60% | 13% | 56% | 17% |
| Cohort Comparison | | -63% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 72% | 67% | 5% | 62% | 10% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 76% | 69% | 7% | 64% | 12% |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -72% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 67% | 65% | 2% | 60% | 7% |
| Cohort Comparison | | -76% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 46% | 53% | -7% | 53% | -7% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The I-Ready Fall, Winter, and Spring Assessments were used to provide the Progress Monitoring data for the 2020-2021 school year. For Science, we used the Baseline, Mid-Year, and End-of Year Post Science test through Performance Matters.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 49% | 73% | 93% |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| Mathematics | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 100% | 53% | 86% |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 2 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 28% | 47% | 48% |
| | Economically Disadvantaged Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 21% | 34% | 46% |
| | Economically Disadvantaged Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 3 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 38% | 58% | 56% |
| | Economically Disadvantaged Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 19% | 36% | 51% |
| | Economically Disadvantaged Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 4 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 56% | 79% | 75% |
| | Economically Disadvantaged | | | |
| | Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 17% | 40% | 64% |
| | Economically Disadvantaged | | | |
| | Students With Disabilities English Language Learners | | | |

| Grade 5 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 42% | 53% | 53% |
| | Economically Disadvantaged | | | |
| | Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 21% | 41% | 70% |
| | Economically Disadvantaged | | | |
| | Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 32% | 54% | 61% |
| | Economically Disadvantaged | | | |
| | Students With Disabilities English Language Learners | | | |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 25 | | | 38 | | | | | | | |
| ELL | 58 | 50 | | 51 | 46 | | 48 | | | | |
| HSP | 58 | 45 | 35 | 51 | 36 | 35 | 37 | | | | |
| FRL | 57 | 43 | 35 | 50 | 34 | 35 | 35 | | | | |
| 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 | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 46 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 68 |
| Total Points Earned for the Federal Index | 368 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 32 |

| Students With Disabilities | |
|--|-----|
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 54 |
| 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 | 46 |
| 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 | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 45 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

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

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

The ELA 2021 FSA Data reveals that AIE Charter School scored above the district and the state in ELA in Grades 3-5.

The Mathematics 2021 FSA Data shows that although we were above the district in grades 4-5 and below the district by 1% point in grade 3 Mathematics, the scores were significantly below compared to the 2019 FSA test administration. There was a loss of about 15 or more % points below in each grade compared to the 2019 Mathematics FSA data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2021 state assessment administration, Mathematics and Science are the areas needing the greatest improvement.

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

Some contributing factors to this need for improvement 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 Science.
2. Not all instructional personnel use data drive instruction with fidelity and consistency.
3. Dual modality teaching due to COVID-19 was a huge factor.
4. Lack of parental support and monitoring if students were MSO (My School Online) during the 2021 school year.
5. Student's lack of motivation due to the pandemic and efforts to thrive.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2021 test administration and other data, there is no evidence that supports the most improved area.

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

n/a

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

Some strategies that will be implemented in order to accelerate learning are:

1. Providing after school tutoring.
2. Implementing RTI with fidelity.
3. Improving classroom instruction.
4. Using I-Ready and monitoring student's progress.
5. Tracking student's data and class data through data tracking folders and class data charts.
6. Delivering effective instruction and leveling up curriculum.

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

Some professional developments already offered on campus are:

1. Best practices in ELA/New Updated Curriculum.
2. B.E.S.T standards
3. Continuous improvement
4. Differentiated Instruction.

Additional professional developments will be offered during the school year. Teachers also has the opportunity to participate in the M-DCPS professional development sessions where they can gain knowledge on Mathematics, ELA, and Science instructional delivery and strategies.

Support groups created by the Principal and guidance throughout the year will also be implemented.

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

1. Science instruction and student's academic performance's 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.
6. Increasing literacy across grade levels.
7. Implementing differentiated instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Instructional practice impacts student learning in many ways. Teacher's implementation of high-quality instruction and application of best practices during daily instruction allow students to perform better, improve academic achievement, and be exposed to innovative ways of learning. Part of delivering a high-quality instruction during the 90 minutes of Reading and 60 minutes of Math is differentiating instruction (DI). During DI, teachers will debrief assessments results, re-teach concepts, etc.

Measurable Outcome: Some specific measurable outcome the school plans to achieve are:
 1. Improve student achievement across grade level as evidence by FSA 2022 test administration, i-Ready, classroom weekly assessments, and topic assessments.
 2. Improve Science and Math for the 2021-2022 school year.

Monitoring: Conduct curriculum meetings to review pacing guides, data, student's achievement, and effective strategies to use during instruction.
 Implementing rigorous instruction using the Depth of Knowledge levels of questioning and utilizing data driven instruction in all content areas.
 The Principal will monitor the progress monitoring data for all content areas.
 Data collection and tracking will be utilized across grade levels.

Person responsible for monitoring outcome: Yaquelin Ricardo (yricardo1@dadeschools.net)

Evidence-based Strategy: Research shows that evidence-based teaching strategies are likely to have the largest impact on student results. We will:
 1. Implement differentiated instruction.
 2. Monitor data results such as I-Ready, class assessments, topic assessments, and baseline data will allow us to determine and evaluate this area of focus.
 3. Provide students with feedback.
 4. Check for understanding.
 5. Provide clear goals and expectations.

Rationale for Evidence-based Strategy: Teachers will use common planning to share ideas, resources, collaborate, and use data to drive instruction. During professional developments, curriculum meetings, and teacher's feedback and reflections, teachers and administrators agree that differentiated instruction is an effective strategy to increase academic achievement.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The school's discipline data falls into the low category when compared to statewide elementary schools; reported 0.3 incidents per 100 students.

Our primary area of concern is to make sure students are monitored at all times for their safety and ensuring we provide mental health support to all of our students.

Our secondary area of concern is making sure we create positive relationships between teachers and students and creating effective ways to deal with disciplines issues.

The school culture and environment will be monitored through the implementation of kickboard, our discipline/behavior schoolwide management system. We will generate weekly and monthly report to monitor student's behavior.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

School culture is a key element of school success. AIE Charter Lower School works with teachers, staff, students, and parents to build and foster positive relationships in many ways. For the 2021-2022 school year, we will focus on empowering teachers and staff. We will continue implementing shout-outs for sharing positive recognition and/or accomplishments. During faculty meetings, we will continue to recognize teachers with the "Pioneers Monthly Awards". This award is given to a teacher who had excel, showed leadership, and contributed to the school culture and overall school performance. Additionally, the Lower School will continue to implement the growth mindset. Students in the past years have been taught the growth mindset through various lessons to build student confidence, increase motivation, and student achievement. Stakeholders will collaborate and give suggestions for continuous improvement. They can recommend best practices and share responsibilities in improving best practices. We will continue to communicate and involve all stakeholders during EESAC meetings, SIP discussions, and parent's meetings.

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

Parents, teachers, staff, board members, Parent Teacher Organization (PTO), and other community members and leaders have a direct responsibility in creating the conditions necessary for students to learn and thrive. They all contribute to a positive school environment at the school.

PTO: communicate with the Leadership Team to fundraise, plan, support, and reward students and teachers. PTO members develop flyers to communicate important events and support teachers all year long.

Board members: approve budget, make decisions and suggestions for the school’s continuous improvement, assist with the operation of the school, adopt enrollment plans, etc.

Parents: work with teachers and administrators in attendance initiatives, student’s academics progress, school event’s participation, etc. They volunteer on school’s fieldtrips and events. Parents participate and support literacy month by reading to students.

Part V: Budget

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

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|---------------|--------|---|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| Total: | | | \$0.00 |