Academy For Innovative Education

2021-22 Schoolwide Improvement Plan

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Academy For Innovative Education

1080 LA BARON DR, Miami Springs, FL 33166

www.aiecharterschool.org

Demographics

Principal: Vera H IR Sh

Start Date for this Principal: 6/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2020-21
Grade	

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SIP Authority

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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	Vera Hirsh, Head of Schools, 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 suggests 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 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.
Fajet, Walter		Dr. Walter Fajet, Principal, provides a common vision for the use of data based decision making; ensures implementation of intervention support and documentation; ensures adequate professional development; communicates with parents regarding school-based plans and activities; and provides support to the teachers and staff to ensure fidelity of instructional delivery and use of 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.
Canelo, Dorremi		Dorremi Canelo, Dean of Curriculum and Student Services, plans and implements an anti-bullying program, meets with students for individual and group counseling, provides support to the Counseling and Special Education Departments. She consults and collaborates with students on their progress and performance as the school sets action plans to assist students to their meet academic and socio-emotional success. Students receive academic advising, socio-emotional support, and college and career advising as well. Ms. Canelo ensures that all students are on track with their high school graduation requirements and alerts them and their parents when they are not meeting expectations. She assists Dr. Fajet with the decision making on the Upper School's academic tracks and ensures that students are placed in the proper courses based on their academic data. She selects eligible students for the school's college preparation programs, Dual Enrollment and Advanced Placement, and she provides teachers and students with support when needed. Ms. Canelo works with the ESOL liaison to ensure that students are placed in their proper ESOL level courses and advocates for them when necessary. She ensure that teachers are providing students the proper accommodations and assists them with strategies and techniques. She also collaborates with parents to ensure all students are successful and their concerns are heard. Ms. Canelo meets with students and their parents to discuss the possibility of failing a class or being retained and works on a plan to help students succeed. She analyzes student grades, comes up with a list of students who must summer school, and ensures that they get enrolled. She also supports teachers in their endeavors to provide high quality instruction by collaborating with department chairs, providing guidance on curriculum, reviewing lesson plans, performing observations and providing constructive feedback.

Name	Position Title	Job Duties and Responsibilities
Curiel, Brandy		Brandy Curiel, Dean of Students and STEM, directs the execution of the principal's vision for the use of data based decision-making, ensures implementation of intervention support and documentation, ensures adequate professional development, and communicates with parents regarding school-based plans activities. Mrs. Curiel monitors student behaviors on Kickboard and provides appropriate interventions, such as assigning student consequences, scheduling student conferences, and communicating with parents. Mrs. Curiel investigates special cases involving the well-being and safety of students, such as threats, harassment, and bullying, and communicates accordingly with appropriate stakeholders. Mrs. Curiel ensures all teachers and staff are assigned to a morning and afternoon post to promote student's safety.
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, logs are initiated as needed.
Guiu-Garcia, Gabriela		Ms. Gabriela Guiu-Garcia is the Testing Coordinator, Social Sciences Department Chair, and School Data Analyst. She directs the execution of the principal's vision for the use of data based decision-making. Ms. Guiu collects school-wide assessment data from district-based assessments in all subject areas. She disaggregates data and analyzes data trends, growth, and areas of improvement before sharing with teachers. In addition, she leads the social sciences department by leading department meetings and supports teachers with lesson planning, informal observations and feedback, gathering resources, and implementing research-based strategies throughout the department.
Germain, Matania		Ms. Matania Germain, Mathematics Department Chair and Gradebook Manager, participates in student data collection, integrate core instructional activities/ materials into after-school tutoring, and collaborate with general education teachers for such activities. Additionally, she leads the mathematics department by leading department meetings and supports teachers with lesson planning, informal observations and feedback, gathering resources, and implementing research-based strategies throughout the department.

Demographic Information

Principal start date
Saturday 6/1/2019, Vera H IR Sh

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.*
2

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.*
2

Total number of teacher positions allocated to the school
23

Total number of students enrolled at the school
490

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
7

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	0	0	0	0	0	0	101	129	157	68	51	28	0	534
Attendance below 90 percent	0	0	0	0	0	0	11	12	34	8	8	7	0	80
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	6	3	17	5	0	0	0	31
Course failure in Math	0	0	0	0	0	0	14	33	49	3	8	9	0	116
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	10	9	19	7	8	4	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	10	23	7	6	1	0	56
Number of students with a substantial reading deficiency	0	0	0	0	0	0	12	10	0	0	0	0	0	22

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	12	17	48	9	8	6	0	100

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	0	0	0	0	0	0	3	2	19	2	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	2	1	4	0	0	0	0	7

Date this data was collected or last updated

Wednesday 6/30/2021

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	0	0	0	0	0	0	123	123	124	62	29	0	0	461
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	4	3	0	1	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	4	1	0	1	0	0	0	6
Course failure in Math	0	0	0	0	0	0	5	8	4	2	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	9	6	22	13	5	0	0	55
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	9	8	29	8	2	0	0	56

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	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	0	0	0	0	0	0	122	125	123	63	28	0	0	461
Attendance below 90 percent	0	0	0	0	0	0	10	14	28	11	7	0	0	70
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	3	5	14	4	0	0	0	26
Course failure in Math	0	0	0	0	0	0	31	18	37	12	9	0	0	107
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	9	6	18	9	4	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	9	8	25	7	1	0	0	50

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	14	16	43	14	6	0	0	93

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	0	0	0	0	0	0	3	2	19	2	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	1	1	4	0	0	0	0	6

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					63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement					67%	62%		65%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		79%	77%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The percent of students proficient in each category by grade level is based on iReady diagnostic results and Midyear assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		60%	
	Economically Disadvantaged		58%	
	Students With Disabilities		50%	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		76%	
	Economically Disadvantaged		75%	
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		50%	
	Economically Disadvantaged		48%	
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		24%	
	Economically Disadvantaged		24%	
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0%	
	Economically Disadvantaged		0%	
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	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	33	49	32	36	37	38					
ELL	52	61	45	58	41	29	33	76	100		
HSP	62	60	40	57	44	34	58	79	84		
WHT	61	64		57	68						
FRL	61	60	42	55	43	33	60	79	83		
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
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

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	59
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	61
Total Points Earned for the Federal Index	588
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	56
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	58
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	63
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	58
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?

Across the upper school grades 6-11, there appears to be lower performance in 8th grade mathematics and language arts when compared to previous years and/or district and state performance. The subject area that performed much lower than the district and state was Geometry.

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

The areas that is the greatest need for improvement is Geometry.

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 was inconsistency in instructional strategies due to changes in the instructor. There were also challenges with monitoring progress of virtual students consistently.

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

Science areas showed the most improvement. 8th grade science scores improved 24 percentage points from the previous data.

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

As part of the previous SIP action plan for improvement, changes were made in instructional practices, student progress monitoring, and student support.

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

Changes in instructional practices and supplemental resources and support will be essential to accelerate learning.

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.

Teachers are provided with a school-based professional development prior to the start of the school year that focuses on strategies for success.

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

Teachers will have ongoing development through department meetings and district professional developments. Students will receive support through tutoring, supplemental programs, and intensive classes.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Recent performance data indicates a need for improvement in several math areas, especially Geometry because this area had the greatest difference between school and district, as well as state, in achievement scores. Thus, instructional practices in mathematics is a major area of focus to maximize student learning and produce positive outcomes for student achievement.
Measurable Outcome:	As a result of instructional improvement, student achievement in Geometry will increase to a score of at least 64%, a 15 percentage point increase from the previous year's score.
Monitoring:	The leadership team will consistently review lesson plans and perform regular classroom observations. Teachers will be provided feedback and have multiple opportunities to
Person responsible for monitoring outcome:	Walter Fajet (walterfajet@dadeschools.net)
Evidence-based Strategy:	Explicit instruction with cumulative practice, visual representation, schema-based instruction, and peer interaction are instructional practices that will be implemented for this area of focus. Explicit instruction is a way of teaching that makes the learning process completely clear for students, and students don't need to guess what they have to do. Visual representation is a way for students to see math and help students understand abstract math concepts. Schema-based instruction is one of the most effective ways to help students solve word problems by teaching them to identify word problem types. Peer interactions can develop students' math language and vocabulary, as well as helping students express their reasoning.
Rationale for Evidence-based Strategy:	Research has shown that explicit instruction with cumulative practice, visual representation, schema-based instruction, and peer interaction significantly improve students' abilities to correctly solve problems. These effective, evidence-based strategies can be used with current curriculum for all students, particularly those that have more difficulty with mathematical skills and concepts.

Action Steps to Implement

Teachers will meet monthly with the department for ongoing development for evidence-based strategies and to share best practices.

Person Responsible Dorremi Canelo (dorremi4@yahoo.com)

Teachers will incorporate strategies in their lesson plans and implement these strategies in their classrooms. Leadership team will observe and provide feedback.

Person Responsible Dorremi Canelo (dorremi4@yahoo.com)

Teachers will use assessments and observation feedback to reflect on instructional practice and to plan for changes in instructional practices.

Person Responsible Matania Germain (magermain@dadeschools.net)

#2. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Results on the school climate survey indicated the need to consistently use teacher observations and evaluations to drive improvement in performance. As observations and evaluations are a critical part of developing high quality teachers, it is essential to improve practices that target this area of focus.
Measurable Outcome:	The Leadership Team will commit to making informal observations followed by constructive feedback at a rate of at least 2 per quarter and a minimum of 1 formal evaluation per teacher.
Monitoring:	Dr. Fajet will hold the Leadership Team accountable by scheduling windows to observe and monitoring the observation-feedback cycles that occur throughout the year.
Person responsible for monitoring outcome:	Walter Fajet (walterfajet@dadeschools.net)
Evidence-based Strategy:	The Leadership Team will observe each teacher throughout the year by scheduling windows to observe and provide feedback, sharing the feedback provided, having ongoing conversations with teachers, and discussing areas of improvement among the Leadership Team.
Rationale for Evidence-based Strategy:	Classroom observations and evaluations are key to improving instructional practice and pedagogy. The expectations and goals are clarified for teachers and helps them meet those expectations through cycles of feedback and support.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the 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 has a low incident rating. It falls below the state average and is ranked #129 out of 505 schools statewide. The factor that impacts the school rating the most is the violent incidents category with 4 reported incidents of bullying and harassment. This will be the primary area of concern that the school will monitor during the upcoming school year. Currently the behavior and discipline system works effectively to monitor students behaviors within the school and behaviors outside the school that impact the classroom through open lines of communication among students, staff, faculty, and administration as well as digital monitoring on the Kickboard application. A positive behavior intervention and support system is in place through the use of the Kickboard app.

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.

A positive school culture is a key element of school success. Thus, AIE Charter Upper school encourages positive relationships and a shared vision for school success among teachers, staff, students, and parents. The 2021-2022 school culture outcome is to empower students and encourage them to take ownership of their success with the involvement of all stakeholders. Throughout the school year, specific school programs and organizations established communication and interaction among all stakeholders in the school and community through school events, such as fundraisers, curriculum nights, parent nights, and PTO. In addition, students are given autonomy and responsibilities for event organization and execution, which entailed getting other stakeholders involved; they performed at events or were involved in essential duties; and they were recognized for their accolades and achievements.

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

The Leadership Team approves a multitude of activities sponsored by teachers throughout the year. Teachers encourage student involvement in these various activities, and together, teachers and students recruit parents and other members of the community to engage in school events and activities.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	$0.00
		Total:	$0.00