

Miami-Dade County Public Schools

Academy For Innovative Education



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

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: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2021-22 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	2021-22: A (68%) 2018-19: No Grade 2017-18: 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	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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	95%
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	2021-22	2020-21
Grade	A	

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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<https://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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
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.
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.
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.
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

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Camji, Carlos		<p>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.</p>
Guiu-Garcia, Gabriela		<p>Ms. Gabriela Guiu-Garcia is the Testing Coordinator 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.</p>
Germain, Matania		<p>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.</p>
Casal, Ivette		<p>Grade Level Chairs and Instructional Support Personnel share a common goal of improving teaching and learning. Communicate and collaborate with</p>

Name	Position Title	Job Duties and Responsibilities
		administrators and staff to inform, share, and assist with the problem solving process.
Gavillan, Yolanda		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

Friday 7/1/2022, Vera H IR Sh

Number of teachers with a 2022 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 2022 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

62

Total number of students enrolled at the school

938

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

20

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	44	65	72	62	74	74	106	108	125	92	52	37	27	938	
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	3	3	1	0	8	
One or more suspensions	0	0	0	0	0	0	0	0	1	2	0	1	0	4	
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	5	6	3	12	6	1	1	34	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	6	3	13	16	15	12	19	12	3	99	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	10	0	14	0	7	14	0	0	48	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	19	5	27	16	6	5	3	81

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	1	0	1	0	0	0	0	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	15	2	14	6	1	0	2	41

Date this data was collected or last updated

Wednesday 9/7/2022

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	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	

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%	62%	55%					63%	61%
ELA Learning Gains	54%							61%	59%
ELA Lowest 25th Percentile	40%							57%	54%
Math Achievement	74%	51%	42%					67%	62%
Math Learning Gains	74%							63%	59%
Math Lowest 25th Percentile	77%							56%	52%
Science Achievement	61%	60%	54%					56%	56%
Social Studies Achievement	78%	68%	59%					80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	43	39	53	53	50	36	63			
ELL	49	49	43	70	77	77	58	63	72		
HSP	65	55	41	74	74	77	63	77	85		
WHT	75	44		100	100						
FRL	65	54	40	74	75	77	61	78	85		
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
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	78
Total Points Earned for the Federal Index	687
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Data demonstrates that all subgroups across grade levels and core content areas scored above the district and the state in ELA and Mathematics during the 2023 FSA testing administration.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The grade 5 Science FCAT data showed a 19% points increased. Although we scored above the district and the state, we would continue to focus on Science grade 5.
For the upper grades, ELA 6th grade will be the area of 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 are:

1. Students' lack of motivation and efforts to thrive.
2. Lack of parental support.
3. Dual modality teaching due to the pandemic impacted student's learning.
4. Using data effectively to drive instruction with fidelity and consistency. Not all instructional personnel use data effectively to drive instruction.
5. The limited of Science Benchmarks instruction taught in early grades that are needed for students to learn and understand skills later in grade 5.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area that showed the most improvement during the 2022 FSA administration is Mathematics.

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

Some contributing factors are:

1. Using data to thrive instruction.
2. Administering the district topic assessments with fidelity.
3. Using IXL, Reflex Math, and I-Ready.
4. Interventions
5. After school tutoring.

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

Some strategies that will need to be implemented are:

1. Providing after school tutoring.
2. Providing interventions outside the 90 minutes of ELA and 60 minutes of Mathematics.
3. Continuous improvement with classroom instruction.
4. Using I-Ready, Reading Plus, IXL, Reflex Math, etc.
5. Tracking student's data and class data through data chats and student's tracking folders.
6. Leveling up the 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.

Professional opportunities that teachers and leaders have and will continue to participate are:

1. Best Practices for Continuous Improvement.
2. Increasing Student Engagement
3. Mathematics B.E.S.T standards and New Adopted Textbook implementation.

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

1. Vocabulary knowledge across grade levels.
2. Implementation of rigorous instruction.
3. Allowing and creating opportunities for students to become critical thinkers.
4. Implementing differentiated instruction.
5. Increasing literacy across grade levels.
6. Using data to drive instruction.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The new implementation of ELA and Mathematics B.E.S.T standards have brought teachers awareness of a new way of planning, teaching, and resources usage in the classroom. Teachers need to fully understand and know how to implement the B.E.S.T standards in order to effectively deliver the daily curriculum.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

AIE will focus on increasing student academic achievement across grade levels and content areas as measured by topic assessments, I-Ready assessments, progress monitoring assessments in ELA, State F.A.S.T Progress Monitoring assessments, as well as other assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitor through:

1. Classroom observations.
2. Walk-thrus.
3. Professional development reflections.
4. Data discussions.
5. Data collection.
6. Curriculum reviews.

Person responsible for monitoring outcome:

Vera Hirsh (vhirsh@me.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The implementation of the new adopted B.E.S.T standards will encourage schools, districts, and educators to adopt and build a rich, deep, and meaningful curriculum. in order to fulfill this, teachers need to gain a full understanding of the standards through participating in professional developments and digging deeper through the B.E.S.T standards in order to deliver the curriculum.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers' feedback is one rationale. Classroom observations. Student's data.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide opportunities for teachers to participate in professional development.
2. Create opportunities for teachers to meet with other experts to go over strategies and best practices.
3. Curriculum meetings.
4. Provide feedback.

Person Responsible

Vera Hirsh (vhirsh@me.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

One instructional practice that can continue to be monitored and implemented is differentiated instruction and small groups to meet students' needs.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

In grade 3-5, more than 50% of the students scored at a level 3 or above in the FSA test administered in 2022.

One instructional practice that can continue to be monitored and implemented is differentiated instruction and small groups.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

For students in Kindergarten and 1st grade, we will focus on improving phonetic skills in order for students to become independent readers. Teachers will use Phonics manipulative and will administer

oral reading fluency assessments with fidelity as measured by weekly assessments. For grade 2, we will focus on phonics skills and fluency in order for students to read different texts independently and be able to comprehend.

Grades 3-5: Measureable Outcome(s)

In grades 3-5, we will focus on teaching comprehension skills using a variety of informational and literary text in order for students to understand and apply the knowledge learned.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will assess students with fidelity using performance matter and other paper-based assessments aligned to the B.E.S.T standards.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Ricardo, Yaquelin, yricardo1@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

AIE uses the adopted ELA curriculum/materials implemented last year. (Florida Wonders 2022 1st edition). We also use Reading Horizon Discovery for TIER 2 students. Additionally, we implement I-Ready, IXL, Reflex Math, MyOn, etc. These evidence-based programs are aligned to the K-12 Comprehensive evidence-based Reading plan and B.E.S.T standards. AIE also supplements with extra resources such as Vocabulary workshops from Sadlier and Phonics consumables workbooks.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based programs and materials listed above address the needs of the students. AIE follows the M-DCPS curriculum, materials, instructional framework, and resources.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Interventions will be provided outside the 90 minutes of Reading. Literature Library books will be used. I-Ready and other programs will be implemented.</p> <p>Literacy Leadership: The principal and other leaders will provide support daily. The principal will support students and teachers in the development of lesson plans, delivering the curriculum, and providing feedback.</p> <p>Literacy Coaching: Literacy teachers and leaders will provide coaching and professional development support. We will allow teachers to reflect on their practice in order to implement new strategies to improve student's learning.</p> <p>Assessment: The principal, and other leaders will ensure assessments are administered regularly and with fidelity. Assessments will be scanned and/or taken in Performance Matter following the district's assessments calendar for Mathematics and ELA.</p> <p>Professional Development: Administrators will ensure that all staff participate in professional development in order to learn about the new adopted materials, new methodology of teaching, new strategies, and the new adopted standards.</p>	<p>Ricardo, Yaquelin, yricardo1@dadeschools.net</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

School culture is a key element of school success. AIE Charter works with teachers, staff, students, and parents to build and foster positive relationships in many ways. For the 2022-2023 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 school culture and environment.

Parents, teachers, staff, board members, the 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: communicates 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.