

Miami-Dade County Public Schools

Academy For Innovative Education School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	0

Academy For Innovative Education

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hirsh, Vera	Head of School	<p>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.</p>
Ricardo, Yaquelin		<p>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. Supports the testing process to ensure testing is monitored and conducted with fidelity.</p>
Fajet, Walter		<p>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.</p>
		<p>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 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 aware of safety protocols and procedures.</p>
Canelo, Dorremi		<p>Dorremi Canelo, Dean of Curriculum and Student Services, plans and implements an anti-bullying program, meets with students for individual and group counseling,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</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>

Name	Position Title	Job Duties and Responsibilities
Casal, Ivette		Ms. Casal assists with ESOL monitoring, planning, and accommodations, and she provides instruction to gifted students. 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.
Gavillan, Yolanda		Ms. Gavillan is a Grade Level Chair. 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Leadership Team begins SIP Development process by reviewing school data and the previous SIP. It is shared with teachers in a faculty meeting to gather feedback and ideas, and it is shared with other stakeholders (parents, students, teachers, staff) in the first EESAC meeting of the school year. Input from these stakeholders is taken into account as the SIP is developed and finalized.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be reviewed at least once a month by the School Leadership Team (SLT) and as Progress Monitoring tests are completed to ensure that academic standards are being met, particularly for students that need additional support. The SLT will adjust the plan as needed based on findings with each review.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	95%

Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	1	8
One or more suspensions	0	0	0	0	0	0	0	0	1	4
Course failure in ELA	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	5	6	3	34
Level 1 on statewide ELA assessment	0	0	0	0	6	3	13	16	15	99
Level 1 on statewide Math assessment	0	0	0	0	3	10	0	14	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	19	5	27	81

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	1	1
One or more suspensions	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	5	6	3	14
Level 1 on statewide ELA assessment	0	0	0	0	6	3	13	16	15	53
Level 1 on statewide Math assessment	0	0	0	0	3	10	0	14	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	19	5	27	51

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	1	0	0	0	0	2	4
Students retained two or more times	0	0	0	0	1	0	15	2	14	32

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	66	61	53	65	62	55	62		
ELA Learning Gains				54			61		
ELA Lowest 25th Percentile				40			42		
Math Achievement*	71	63	55	74	51	42	57		
Math Learning Gains				74			45		
Math Lowest 25th Percentile				77			37		
Science Achievement*	64	56	52	61	60	54	59		
Social Studies Achievement*	84	77	68	78	68	59	79		
Middle School Acceleration	81	75	70	86	61	51	85		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	69	62	55	78	75	70	61		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	687
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	56			
ELL	60			
AMI				
ASN				
BLK				
HSP	71			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	81			
FRL	67			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	64			
AMI				
ASN				
BLK				
HSP	69			
MUL				
PAC				
WHT	80			
FRL	69			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			71			64	84	81			69
SWD	27			47			50	64	90		6	58
ELL	51			69			47	79	80		7	69
AMI												
ASN												
BLK												
HSP	66			71			63	84	81		7	69

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	70			92							2	
FRL	63			68			58	80	73		7	71

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	54	40	74	74	77	61	78	86			78
SWD	26	43	39	53	53	50	36	63				
ELL	49	49	43	70	77	77	58	63	72			78
AMI												
ASN												
BLK												
HSP	65	55	41	74	74	77	63	77	85			78
MUL												
PAC												
WHT	75	44		100	100							
FRL	65	54	40	74	75	77	61	78	85			78

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	62	61	42	57	45	37	59	79	85			61
SWD	33	49	32	36	37	38						
ELL	52	61	45	58	41	29	33	76	100			61
AMI												
ASN												
BLK												
HSP	62	60	40	57	44	34	58	79	84			61
MUL												
PAC												
WHT	61	64		57	68							

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	61	60	42	55	43	33	60	79	83			61

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	69%	54%	15%	50%	19%
05	2023 - Spring	55%	56%	-1%	54%	1%
07	2023 - Spring	62%	50%	12%	47%	15%
08	2023 - Spring	64%	51%	13%	47%	17%
09	2023 - Spring	73%	51%	22%	48%	25%
04	2023 - Spring	60%	58%	2%	58%	2%
06	2023 - Spring	60%	50%	10%	47%	13%
03	2023 - Spring	58%	52%	6%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	75%	58%	17%	54%	21%
07	2023 - Spring	83%	48%	35%	48%	35%
03	2023 - Spring	67%	63%	4%	59%	8%
04	2023 - Spring	65%	64%	1%	61%	4%
08	2023 - Spring	58%	59%	-1%	55%	3%
05	2023 - Spring	64%	58%	6%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	58%	40%	18%	44%	14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	50%	2%	51%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	56%	21%	50%	27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	52%	28%	48%	32%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	65%	17%	63%	19%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	68%	15%	66%	17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	66%	18%	63%	21%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance in comparison to other school data was Grade 8 Mathematics. The overall proficiency was 58% which was a decrease of 14 percentage points from the

previous year. It was only 1 percentage point lower in comparison to the district, but all other math areas scored at least 64% proficiency in grades 3-12, including FAST Mathematics and EOCs. The transition to new standards and the selection of students for this particular mathematics course were likely major contributing factors to this decrease.

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

The data component that showed the greatest decline from the prior year was Grade 5 ELA. The overall proficiency was 55% which was a decrease of 17 percentage points from the previous year's proficiency score of 72%. Some factors that contributed may have been:

1. Lack of testing prep materials.
2. New teacher in a grade level and extra support may have needed.
3. Poor support from teachers to implement after-school tutoring.
4. Student's lack of motivation and efforts to complete i-Ready.

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

The data component that had the greatest gap when compared to the state average was Grade 7 Mathematics. The overall proficiency was 83% which was 35 percentage points higher than the state average of 48%. The gap is most likely attributable to a change in teacher. A teacher who had demonstrated a track record of success in higher grades was moved to 7th grade to help prepare students earlier in their middle school math careers.

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

The data component that had the most improvement was Grade 7 Mathematics. The overall proficiency was 83% which was an increase of 11 percentage points from the previous year's score of 72%. This 11 percentage point increase is attributed to a strategic teacher placement on the part of administration.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is the number of students that are categorized as Level 1 on statewide ELA assessment.

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

1. Improve academic achievement.
2. Provide curriculum support to teachers.
3. Utilize data-driven decision making: analyzing data on student performance and teacher effectiveness to identify effective instructional strategies, areas of additional support, and opportunities for professional development.
4. Improve communication.
5. Continuous improvement.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus will be ELA. The rationale that explains how ELA was identified as one area of focus is the results from the F.A.S.T. PM3, specifically in grade 5. (now in grade 6th)

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 in ELA Grade 5 (now in 6th grade for the 2023-2024 school year) 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. Additionally, we will focus on ELA in grades 3-5 for the 2023-2024 school year.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Some of the evidence-based interventions being implemented are:

1. Adoption of high-quality instructional materials and aligned to the B.E.S.T. standards such as the Mc Graw Hill Wonders Florida for grades K-5 and My Perspectives in 6-12.
2. Additional supplemental resources aligned to the B.E.S.T. standards such as i-Ready Magnetic Florida.
3. The use of assessments such as topic assessments, progress monitoring, weekly assessments, etc.
4. Implementation of Response to Intervention using Reading Horizons in grades K-5.
5. Ongoing professional development and learning for teachers to improve instruction and ultimately academic achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: By the end of the 2023-2024 school year.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Although the 2022-2023 Student Attendance report is above 90%, we have students that miss school, arrive tardy, and leave early.

Based on the data, some contributing factors are parents cooperation to bring students to school every day and understating the importance of attendance connection to academic success.

We will implement strategies to improve attendance and will focus on the Economically Disadvantaged subgroup.

Measurable Outcome:

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

The specific measurable outcome the school plans to achieve is to decrease the percentage of students in grades K-12 with absences, tardies, and leaving early by at least 3 percentage points compared to last school years.

Monitoring:

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

This Area of Focus will be monitored by:

1. Identify a committee to monitor attendance.
2. Monitor student attendance reports on a weekly basis to provide interventions so students do not accumulate excessive absences and don't get behind in school.
3. Implement a monthly incentive reward program for good attendance.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will used the Multi-Tiered System of Supports (MTSS) Implementation Guide for Behavior (https://pbs.dadeschools.net/pdfs/MTSS_Guide-Behavior.pdf).

We will follow the MDCPS guidelines and establish/follow procedures such as:

Attendance Records

Policies and procedures in the halls, morning, and dismissal

Rules in the halls and during the day

We will adhere to the student attendance reporting procedures (<https://ehandbooks.dadeschools.net/policies/235.pdf>)

Lastly, we will follow the Truancy Intervention Program Procedures.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is to improve academic achievement with the implementation of good attendance. Parents need to understand the connection of good attendance with learning in order for students to have access to a high-quality education.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated primarily through the school website and EESAC meetings. Parents will be able to provide input in the EESAC meetings about the SIP creation and monitoring. In addition, the SIP will be available on the school website, and parents will be notified in the annual Title I parent meeting.

https://aiecharterschool.org/apps/pages/index.jsp?uREC_ID=381656&type=d&termREC_ID=&pREC_ID=1026174

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

AIE strives to involve parents in its mission by providing multiple opportunities for parent involvement. The school hosts many curriculum events throughout the year to engage parents in their students' education. The Community Involvement Specialist (CIS) communicates with parents about school events, and the leadership team and teachers constantly communicate with parents about students' academic progress. Communication may be through flyers, school messenger, phone calls, emails, conferences, and social media.

https://aiecharterschool.org/apps/pages/index.jsp?uREC_ID=381656&type=d&termREC_ID=&pREC_ID=1026174

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

AIE will continue to provide an enriched academic experience for students through rigorous coursework, standards-aligned lessons, differentiated instruction, performance monitoring, and student

accommodations as needed. The school will also provide additional support to students with tutoring and online learning programs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title III funding supports the tutoring program for ESOL students. Project Up-Start is an essential program that assists with students in transition.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students may be referred to counseling by teachers or administrators, and counselors follow up and provide services. Students also have the option to seek support from counselors. Counselors may meet regularly with students depending on their needs.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students receive information each year about graduation, college, and careers. Students are advised by Ms. Canelo and their teachers about college and career options. AIE offers AP and Dual Enrollment courses that give students opportunities to earn college credits, and students may earn career and technical certifications through CTE courses.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

AIE follows the MDCPS Code of Student Conduct which outlines a tiered system of support for behavior.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in school-based professional developments each year prior to the start of school. It is the opportunity to reflect on performance data, learn instructional strategies, share best practices, and review standards. These professional developments are designed based on school assessment data and climate survey results. Teachers also participate in district-based professional developments related to their subject or grade-level areas.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

AIE offers a summer program for incoming kindergarteners to facilitate the transition into elementary school.