

Academy For International Education Charter School



2014-15 School Improvement Plan

Academy For International Education Charter School

1080 LABARON DR, Miami Springs, FL 33166

<http://www.aiecharter.net>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

60%

Alternative/ESE Center

No

Charter School

Yes

Minority

91%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C		

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school holds several activities during the year that helps learning about the students' cultures. Some of them are: Hispanic Heritage and Black History Month. Teachers assign projects and students share with their classmates and their families. Students are able to collaborate and share their final outcome in class. Students take ownership of their projects and feel excited when receiving positive feedback from teachers. AIE builds relationships between teachers and students in many ways. All teachers at AIE have a class website where they can post events, assignments, home learning, and special announcements. This way of communicating is essential because teachers keep parents up to date on curriculum, due dates, assessments, etc. Teachers establish a positive relationship with their students by communicating with them and properly providing feedback on a daily basis. All teachers at AIE use notes, phone calls, and e-mails to inform parents about their child's progress. In addition, AIE provides a planner for K-8 so that parents and students have a formal way of daily communication. Creating a safe and caring environment allows students, parents, and teachers to have positive relationships and provide academic excellence. Cooperation is another form of collaboration that AIE teachers, parents, and students use to accomplish goals throughout the school year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Academy for International Education Charter School currently has one main entrance. This main entrance is kept locked all day during school hours and after hours. Parents and visitors need to ring a bell. An office staff member then opens the gate and directs visitors and parents to the main office. All visitors are to sign in to a Visitor's Log. Many teachers at AIE keep their doors locked throughout the day as well. We also have an emergency plan created in case of unexpected emergencies.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide behavioral system consists of a set of rules and consequences. When consequences are broken by the students, teachers proceed to handle the situation in class by either taking away a privilege such as playground, special event, etc. If the behavior continues, teachers contact their parents. If the behavior escalates and the students do not respect the teachers or follow directions given, they are taken to the office to see the administrators and counselor. Administrators and the counselor take further actions depending on the behavior following the Student Code of Conduct.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

This school year (2014-2015), AIE , for the first time, hired a Guidance Counselor, Ms. Huertas. She does provide group and individual counseling. Ms. Huertas meets with students on a daily basis and provides in class support to teachers. In addition, she is implementing the " Do the Right Thing" program in school this year. In addition she is implementing a character education program called "I Cloud" and an anti-bullying program. This is a way for students to demonstrate good values in school. Students are able to leave notes using a Counselor Mailbox where they can express their concerns and suggestions.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The attendance percentage for the 2013-2014 school year was 96.32. There is a total of 20 students with attendance below 90%.
During the 2013-2014, AIE's students' suspension was 1% (3). Th total of course failure in English Language Arts and Mathematics is 7 from Kindergarten through 8 grade.
There are 70 students that scored a level 1 on the statewide, standardized assessment in English Language Arts or Mathematics.
AIE Charter school will work in collaboration and implement strategies during the daily instruction and overall school activities in order to reduce and improve these indicators.

Provide the following data related to the school's early warning system

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	
Attendance below 90 percent	2	1	1	2	2	3	4	3	2	20
One or more suspensions	0	0	0	0	0	0	0	1	2	3
Course failure in ELA or Math	1	1	1	0	2	0	2	0	0	7
Level 1 on statewide assessment	0	0	0	6	16	16	6	17	9	70

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	1	2	4	6	
Students exhibiting two or more indicators	1	1	1	1	1	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

For students failing a course in English Language Arts and Mathematics and for students that received a level 1 on the FCAT 2.0 in Reading and Math, tutoring will be provided before school, after school, and on Saturdays. These students will be monitored through different activities and assessments: interim, in class assessments, software usage, home learning, parent-communication, etc. Also, these students will be placed in RTI for Reading receiving 21/2 hours additional instructional time in addition of the 90 minutes of the core instruction. In Math, teachers will use small group instruction, manipulatives, and software programs to straighten their academic success. For students being suspended, the guidance counselor will meet with these students, provide support, guide them for them to improve their conduct, and communicate with parents and teachers in order to work together.

The counselor (Mrs. Huertas) will provide individual and small group counseling sessions. She will communicate periodically with teachers to see students' progress. She will also follow up with parents.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Communicates with parents through the school website, flyers, and letters home about events and school activities involving their child's academic growth. Engages parents to Open House, Greet and Meet, PTO meetings, Kindergarten Orientation and transition meetings. Actively engages parents to participate in school activities. Uses a variety of ways to reach parents through phone calls, Connect-Ed, monthly calendars, parent - teacher conferences, and e-mails in order to discuss and inform parents about their child's education, progress, discipline, and school's policies. Recruits school volunteers in order to engage more parents and the community to school activities

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

AIE makes partnerships with the Miami Springs community. AIE's Parent Teacher Organization works together with the staff and parents to plan activities like Book Fairs, Fall Festivals, and fundraising activities. AIE focus on building positive relationships with the Miami Springs Community. AIE invites the community to participate in school events. One example that shows positive partnerships has been the "Playground Construction" in 2012. Several agencies and the community including parents, relatives, friends, and business gathered together in this main project in collaboration with Laureate University.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Hirsh, Vera	Principal
Gomez, Jennifer	Administrative Support
Ricardo, Yaquelin	Teacher, K-12
Huertas, Nevenka	Guidance Counselor
Camji, Carlos	Teacher, ESE
Lao, Evelyn	Teacher, K-12
Corporan, Johanna	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

- Principal: Vera Hirsh, She ensures that all Leadership members attend to 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 placed. In addition, Mrs. Hirsh supports and suggest the delivery of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/ RTI. Provides a common decision for the use of data driven instruction and decision making. Conveys with parents regarding MTSS/RTI plans and actives the school will provide to effectively enhance student achievement.
- The Lead Teacher: Jennifer Gonzalez-Gomez. Provides support to the staff to design, implement and evaluate the effectiveness of the Literacy Program. Mrs. Gomez makes sure that all teachers are implementing and planning lessons using the new Language Arts Florida Standards.
- Yaquelin Ricardo, Kindergarten Teacher/ESOL Designee/Professional Development Liaison/ RTI Designee participates in student data collection, integrates core instructional activities and supplemental materials into Tier 2 instruction; supports grade levels in planning and providing resources, collaborates with teachers through sharing new methodologies and strategies, assist teachers with ESOL strategies, and delivers Professional Developments and training on new standards and best practices.
- Nevenka Huertas, Guidance Counselor plans and implements an anti-bullying program. In addition, Ms. Huertas meets with students for individual and group counseling. Ms. Huertas implements a school wide character education program. She delivers lessons in each grade level to discuss with students about various topics dealing with behavior, character education, bullying, etc. Ms. Huertas also implements the Do the Right Thing Program (DTRT).
- Exceptional Student Education (ESE) teacher: Carlos Camji: Collaborates with general education teachers to plan activities. He provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students. Mr. Camli assist with RTI TIER 2. In addition, he works in collaboration with teachers to monitor students' progress.
- Reading Instructional Support Personnel: Jennifer Gonzalez-Gomez (Lead Teacher), Yaquelin Ricardo (K-Teacher), and Nevenka Huertas (Guidance Counselor) support and provide Instruction through chats, lessons, and training on the Implementation of data driven Instruction in the K-12 reading plan. They facilitate and support data collection and decision making activities.
- Evelyn Lao (Math Teacher/Middle School Chair) and Johanna Corporan (3rd Grade Teacher/ Elementary School Chair) deliver information and assist teachers in lesson planning and technology usage. They also assist teachers with the new changes in curriculum and instructions.

- Grade Level Representatives discuss, share, and mentor teachers on instructional strategies, data collection, progress monitoring lesson planning, etc.
- The Literacy Leadership Team will also meet weekly or as needed to provide a literacy support system to build capacity, sustain rigor of the curriculum while focusing on the improvement of student learning. The team will work collaboratively to investigate, seek solutions and also work closely with the RTI Team to provided professional development.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

AIE Charter will discuss strategies to implement throughout the year to increase student achievement with different grade levels. We will collaborate with teachers to make informed decisions on MTSS/ RTI implementation. The will also gather input for the on-going development for intervention strategies. The Principal will conduct walk throughs. We will increase the participation on Professional developments. We will also focus on analyzing data to drive instruction and providing interventions to low performing students. AIE will monitor the implementation of best practices and strategies to implement for students not meeting standards. This school year, AIE established a weekly grade level planning. During these grade level planning, teachers discuss their concerns and find solutions to problems. Teachers also have the opportunity to express their ideas and suggestions by filling out a Grade Level Planning Form that is submitted to the administration of the school for them to address and meet the teachers' needs and monitor the fidelity of the grade level planning. The Leadership Team meets weekly to address all needs, find solutions, and address all concerns.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Vera Hirsh	Principal
Yaquelin Ricardo	Teacher
Geysi Paez	Parent
Darleny Gil	Parent
Nicole Bergen	Student
Walter Fajet	Parent
Jennifer Gomez	Teacher
Rodolfo Mora	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan was approved December 11, 2013 by the school board. During the SIP review meeting conducted in September 2013, we received a few suggestions and positive feedbacks from the Charter School review committee. Overall, the SIP process was successful last school

year (2013-2014).

Last year, the SAC reviewed SAT and FCAT 2.0 results from previous year and made suggestions for 2013-2014 academic year. The SAC also made recommendations on technology programs and resources to use in school. In addition, the SAC met to discuss about the students' progress and how parental involvement was a key factor to students' success. The SAC also made recommendations to improve the school's safety and curriculum. That assisted the SIP development as well. Waler Fajet, SAC Chair reviewed FAIR results and gave positive feed-backs based on students' reports.

The Principal, Vera Hirsh, is responsible for creating and posting the meeting, verify the approved minutes using the verification code. In addition, Vera Hirsh informs members about the development of the School Improvement Plan, school events and plans, listens to concerns, informs members about the annual budget, asks members for advice in regards to decision making about funds allocated and recognition funds awarded to school if any.

Yaquelin Ricardo informs members about test results and data analysis as part of the School Improvement Plan.

Development of this school improvement plan

The Leadership team meets weekly and discuss school's safety, attendance, curriculum, resources, and strategies to assist students in the classroom. Vera Hirsh and Yaquelin Ricardo develop the School Improvement Plan making sure that all areas are being completed accurately and thoroughly. Yaquelin Ricardo conducts data analysis based on FCAT 2.0 test results from the previous year to present to the faculty and to later use it for the SIP development. Data is dis-aggregated by grade levels and components in each subject.

Preparation of the school's annual budget and plan

The budget has being prepared taking in consideration the new Reading Core Curriculum adoption: Reading Wonders and the intervention Curriculum: Wonder Works. In addition, other components are taking in consideration. For instance, the principal hired a Science Interventionist to meet the needs of students that received a score of 1 and 2 on the FCAT 2.0 Assessment last school year (2013-2014). New Materials had been ordered and money has been allocated to resources and textbooks. Science Dictionaries for 4th and 5th grades were bought. A total of \$1,014 was spent for this project. A new Science curriculum: Interactive Science 2012 (Pearson Success) was purchased and implemented for 4th and 5th grades. A total of \$6800 was allocated for this program. Additional Wonder Works materials were purchased for this (2014-2015) school year. A total of \$3000 was spent. Additional Online Implementation: Reading Wonders was also purchased for the 2014-2015 year. A total of \$1400 was spent.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Projected use of school improvement funds include: Science textbooks, materials, Math textbooks, Reading textbooks, and software. Amount allocated for this project was \$15,000 from CSP Grant money. See detailed allocated money:

Robotics materials that supports STEM (CSP Grant): \$6000

\$4000 for Science tools (microscopes, scales, weights, mineral rocks, dissection pans, and equipment, textbooks, and laptops

\$5000 for software programs: Successmaker, Write to Learn, and Reading Plus

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hirsh, Vera	Principal
Ricardo, Yaquelin	Teacher, K-12
Gomez, Jennifer	Administrative Support
Huertas, Nevenka	Guidance Counselor
Corporan, Johanna	Teacher, K-12
Castillo, Auri	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT's major initiative this year will be to work on collaboration with teachers in order to provide support to implement strategies using the Language Arts Florida Standards (LAFS). They will assist teachers to integrate curriculum in all subject areas. In addition, the LLT will discuss new and innovated ideas to implement in the classrooms and share them across grade levels. Also, the LLT will confer with teachers and administrators ideas and an action plan on how to improve Writing and Science achievement on students, suggest professional development, and review progress-monitoring data at the grade/classroom level. The LLT will identify students who are at moderate/high risk for not meeting standard in order to ensure the effectiveness of focus lessons and meet with teachers to support them in the process. The LLT will ensure that students that are below grade level and not meeting standards are provided with the required time, resources, and implementation of RTI using Wonder Works in K-6 and other programs in Middle School such as i Ready. The LLT also sends Summer required Reading projects home so that students have opportunities to practice reading and are exposed to literature during Summer time as well. Yaquelin Ricardo, PD coordinator will focus on professional developments aligned to LAFS and will make sure students identified and meeting criteria for Wonder Works are being placed appropriately and monitored. Jennifer Gomez, Lead Teacher will work with the Reading/LA teachers to propose and implement the Write Score program in grades 3rd through 8th.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

AIE's collaborative planning takes place weekly with grade level planning. Jennifer Gomez and Yaquelin Ricardo visit these grade level meetings and give feed-backs to teachers. Jennifer Gomez, Lead Teacher follows through with teachers' concerns in regards to building, maintenance, etc. The Science team meets weekly for 1 hour after school to discuss Science curriculum and provide support to teachers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Principal recruits using staff's recommendations and walks in applicants. Principal interviews in-field and certified teachers.

To maintain the highly qualified, certified, and in-field teachers at the school, the principal uses incentives, rewards, recognition, on campus chats and breakfasts, etc.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mrs. Ricardo, Kindergarten Teacher and member of the Leadership team is mentoring Ms. Amador, Kindergarten Teacher (1st Year Teacher). Ms. Gomez, Lead Teacher is mentoring Ms. Dominguez (1st year Teacher). Ms. Guiu is currently mentoring Ms. Mercedes, 2nd Grade Teacher. Ms. Corporan (3rd) is also mentoring Ms. Holcombe, 3rd Grade teacher. These teachers are providing in classroom daily support, data analysis, professional growth, and strategies being used with students to increase students' achievement. They are assisting with lesson planning, discussing students' progress, recommending effective ways of communicating with parents, and making sure they are in compliance with administration.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

AIE uses the instructional programs and materials that Miami Dade County Public School uses and recommends. For instance, the principal and her designee follow the instructional materials catalogs and resources posted on the MDCPS website. AIE's Leadership team conducts research about the latest instructional materials used in schools. Also, the principal reviews the weekly briefings and ensures that the students use the textbooks aligned to the Florida Standards. AIE uses Reading Wonders as the core Reading Curriculum and Wonder Works as Intervention resources. In Math, AIE uses Go Math, CCSS Edition for K-5. In middle school, Florida Math Course 1,2, & 3 is being used as the new CCSS edition, etc. I-Ready is also being used with students needing improvement in reading and mathematics.

AIE's Leadership Team is very diligent in researching and making sure students have the most updated textbooks and resources.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Vera Hirsh, Principal, conducts data chats with teachers and students to assist them with students' needs. Data analysis is conducted to help teachers differentiate instruction. For instance, Baseline results are analysed. FAIR reports are also looked to identify students who are at risk and make are teachers are meeting their needs.

Interim reports are also discussed. Overall data (Baseline, FAIR, Interim Assessments, classroom assessments, etc) is used to identify students in need to provide in classroom support and provide tutoring before and after school. Data chats are also held with students on a regular basis to promote better understanding of the concepts needed to become subject area proficient.

The Leadership Team: Jennifer Gomez, Yaquelin Ricardo, and Nevenka Huertas , Carlos Camji, meet with teachers and discuss data analysis.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 12,960

AIE Charter extended the learning time by 60 minutes a week for grades 2-8 (2,160 minutes a year) in order to increase the quality of learning.
In grades K-1, AIE Charter extended the core daily instruction by 10,800 minutes by dismissing students in grades K-1 at 3:05 p.m. instead of 1:50 p.m.

Strategy Rationale

AIE extended the core daily academic instruction time on Wednesday dismissing students at 3:00 pm instead of 2:50 pm in grades K-8.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hirsh, Vera, hirshv@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The principal (Vera Hirsh) and the Leadership team supports the dismissal on Wednesday at 3:00 pm. Teachers are also supporters of this strategy.

Strategy: Before School Program

Minutes added to school year: 288

6th-8th Before School Tutoring from 7:30 a.m - 8:15 a.m: required for students that received a level 1 and/or 2 on the FCAT 2.0 Assessment last school year (2013-2014) in Reading and Math. This before school tutoring will serve as an opportunity to meet these students' needs.

Strategy Rationale

Enrichment and student support

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hirsh, Vera, hirshv@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance and assignments will be monitored. Software used will serve as analysis such as Reading Plus, Success maker, and i Ready reports generated bi-weekly.

Strategy: Before School Program

Minutes added to school year: 180

Provide before school tutoring for students in 3rd grade that received a score below 50 percentile on the SAT-10 in second grade last school year (2013-2014) and for students that are performing below grade level in 3rd-5th as measured by Interim assessments, FAIR-FS assessments, and classroom assessments.

Strategy Rationale

Free before school tutoring / support using computer software programs like Reading Plus; Successmaker, etc.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hirsh, Vera, hirshv@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance and software reports. Vera Hirsh, Jennifer Gomez, and Evelyn Lao are responsible for this strategy.

Strategy: Weekend Program

Minutes added to school year: 1,680

Provide Saturday Tutoring for students at risk and not meeting standards. AIE will offer free Saturday tutoring for students at risk. Students will have the opportunity to attend 14 Saturday sessions for 2 hours, totaling 1680 minutes.

Strategy Rationale

Meeting students needs. Students that received an FCAT Level 1 and/or 2 during the 2014 administration will be required to attend. Students that received a low 3 and 4 will also be invited to attend to assist them on the new FSA administered in 2015.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hirsh, Vera, hirshv@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers and the principal will analyze data collected in order to plan lessons for Saturday tutoring. Reports from Reading Plus, Successmaker, i Ready will be used as data analysis.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

AIE uses the school website to advertise vacancies for students to enroll in Kindergarten. In addition, AIE contacts parents who have students in the school to recruit their other younger siblings. The Principal also schedules an early meeting for the Kindergarten parents to discuss grade level expectations and inform parents on educational strategies and resources used in school. AIE also researches and recommends schools for 8th graders going to 9th grader. The Principal and Counselor conducts meetings with the 8th grade parents to inform them on future school for their children. They inform parents on graduation requirements and expectations in high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

AIE uses the articulation process and teacher's judgments to advice courses for students' benefits. In addition, AIE's lesson plans and curriculum are aligned to the new standards (LAFS and MAFS) in preparation of the students for career and college readiness. Teachers implement strategies in each lesson that are rigorous. They use complex text and different sources for students to be prepared for college and career readiness. AIE implements Career Day in May to allow students to learn about careers and jobs. For Middle School Teachers, AIE offers Physical Science, Environmental Science, and Algebra courses to assist them with advance college courses and career readiness.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

AIE will offer advanced and elective courses (Algebra, Physical Science, Environmental Science, and Social Studies) to prepare students for college and career readiness. Also, AIE will offer Robotics courses to prepare students for the new challenges of the global society and digital natives. AIE will be applying a Journalism curriculum to incorporate Social Studies and daily current event skills. AIE will use Career Day to invite guest speakers to come and talk about different topics and careers. Celebrating Career Day, will allow students to listen to presentations about jobs and carer choices.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All students will improve their writing skills during the core content areas using new and updated resources aligned to the new Florida Standards to improve student achievement.
- G2.** AIE will increase student's academic performance and the effectiveness in identifying students at risk with poor attendance, students suspended, and students failing a course to provide them with support and appropriate interventions to increase their academic achievement.
- G3.** In order to prepare students for college and career readiness, students at AIE will enroll in general courses related to CTE and CTE programming courses such as Environmental Science and Robotics to allow the school to improve instructional programs and the increase in students' success in college and career readiness preparation.
- G4.** Keeping parents informed through the school website home learning, software usage, and daily instruction will assist students' achievement and create positive attitudes between parents, teachers, and students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All students will improve their writing skills during the core content areas using new and updated resources aligned to the new Florida Standards to improve student achievement. 1a

G043869

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	66.0
Math Gains	67.0
Math Lowest 25% Gains	64.0
AMO Reading - All Students	67.0
ELA/Reading Gains	81.0
ELA/Reading Lowest 25% Gains	71.0
FCAT 2.0 Science Proficiency	49.0
CELLA Writing Proficiency	44.0

Resources Available to Support the Goal 2

- Professional Developments, technology programs usage, intervention implementation, new resources and textbooks aligned to LAFS.

Targeted Barriers to Achieving the Goal 3

- Teacher's exposure to plan appropriately and effectively using the new textbooks and resources available during their instructional time.

Plan to Monitor Progress Toward G1. 8

In order to know if teachers are following up with what they wrote and discussed in the weekly grade level minutes form, the Leadership Team will monitor that all items discussed such as planning, data, concerns, resources, etc are being implemented. Examples are: grade books, Success maker reports Interim reports, Baseline, FAIR-FS, lesson plans, etc.

Person Responsible

Jennifer Gomez

Schedule

On 5/30/2015

Evidence of Completion

Data progress reports mentioned above.

G2. AIE will increase student's academic performance and the effectiveness in identifying students at risk with poor attendance, students suspended, and students failing a course to provide them with support and appropriate interventions to increase their academic achievement. 1a

G043870

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
AMO Math - All Students	66.0
FCAT 2.0 Science Proficiency	49.0
AMO Reading - Hispanic	67.0

Resources Available to Support the Goal 2

- AIE will implement Wonder works interventions for two hours and a half weekly in addition to the ninety minutes of Reading Core instruction.
- In Math, students will use Success maker, Reflex Math, i Ready, and the online Math book implementation to review materials and concepts taught.
- In Science, there will be a Science interventionist teacher to pull out students in 5th and 8th grade.

Targeted Barriers to Achieving the Goal 3

- Not enough time during the day to implement Wonder Works intervention.
- Computer software programs updated and aligned to new standards and properly being used.
- Not enough science materials to conduct experiments implemented in the classroom.
- Limited resources to reward students with perfect attendance.
- Teachers not able to meet with students in small groups daily to provide extra help to students that will allow them to perform better and not fail a course.
- Students unable to follow school's rules and demonstrate appropriate behavior standards.

Plan to Monitor Progress Toward G2. 8

Students' interim reports, computer programs results, RTI assessments results, and teacher's observations.

Person Responsible

Yaquelin Ricardo

Schedule

Monthly, from 9/29/2014 to 2/27/2015

Evidence of Completion

Data reports, assessments reports, etc.

G3. In order to prepare students for college and career readiness, students at AIE will enroll in general courses related to CTE and CTE programming courses such as Environmental Science and Robotics to allow the school to improve instructional programs and the increase in students' success in college and career readiness preparation. 1a

G043871

Targets Supported 1b

Indicator	Annual Target
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Middle School Participation in EOC and Industry Certifications

Resources Available to Support the Goal 2

- Professional developments and instructional materials.
- Increasing the amount of students participating in CTE and advanced courses.

Targeted Barriers to Achieving the Goal 3

- Because of the amount of students enrolled, there are not enough elective classes related to CTE courses.

Plan to Monitor Progress Toward G3. 8

Assessment data related to the introduction to career education.

Person Responsible

Nevenka Huertas

Schedule

Weekly, from 1/30/2015 to 5/29/2015

Evidence of Completion

Data assessment reports.

G4. Keeping parents informed through the school website home learning, software usage, and daily instruction will assist students' achievement and create positive attitudes between parents, teachers, and students. 1a

G043872

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	54.0

Resources Available to Support the Goal 2

- Website maintenance, flyers, teachers' communication through agendas and e-mails

Targeted Barriers to Achieving the Goal 3

- Amount of parents involved in students' school activities and academics. Amount of parents visiting the school website.

Plan to Monitor Progress Toward G4. 8

Parents' feed backs, observations, checklists.

Person Responsible

Vera Hirsh

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teachers' grade level planning minutes, website maintenance, communication logs, etc.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. All students will improve their writing skills during the core content areas using new and updated resources aligned to the new Florida Standards to improve student achievement. **1**

 G043869

G1.B1 Teacher's exposure to plan appropriately and effectively using the new textbooks and resources available during their instructional time. **2**

 B107614

G1.B1.S1 Teachers will attend to professional developments and plan in collaboration with colleagues to align the new standards to their daily lesson plans. **4**

 S119062

Strategy Rationale

If teachers assist the weekly grade level planning, align curriculum to the new standards, and use instructional time effectively, then they will be able to use new resources and textbooks correctly. Also, if teachers increase the participation of Professional Development, they will be able to improve their writing knowledge to later use with their students. New writing methodologies learned will be implemented in the classroom during all content area instructions.

Action Step 1 **5**

The Leadership team will follow up with teachers to make sure they meet weekly with their grade level to discuss concerns, planning, resources being used, suggestions, and strategies learned in Professional developments.

Person Responsible

Jennifer Gomez

Schedule

Weekly, from 9/10/2014 to 5/30/2015

Evidence of Completion

Grade Level Planning Minutes Sheet created by Mrs. Ricardo.

Action Step 2 5

The lead teacher will meet with teachers to review students' writing pieces and give feed backs.

Person Responsible

Jennifer Gomez

Schedule

Monthly, from 9/8/2014 to 4/3/2015

Evidence of Completion

Students' work samples.

Action Step 3 5

Teachers in 3rd grade through 8th will use Write to Score Program to score and generate reports.

Person Responsible

Jennifer Gomez

Schedule

Semiannually, from 10/21/2014 to 1/27/2015

Evidence of Completion

Write to Score reports and students' samples.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will meet weekly once a week and will complete the grade level planning minutes. In this meeting, they will discuss, plan, and collaborate.

Person Responsible

Jennifer Gomez

Schedule

On 5/30/2015

Evidence of Completion

Mrs. Gomez and Mrs. Ricardo will follow up with teachers and give a response when concerns are being written and expressed by teachers in the grade level meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Mrs. Gomez will check lesson plans and will follow up with teachers.

Person Responsible

Jennifer Gomez


Schedule

On 5/30/2015


Evidence of Completion

Lesson plans checking, grade level meetings, discussions, etc.

G2. AIE will increase student's academic performance and the effectiveness in identifying students at risk with poor attendance, students suspended, and students failing a course to provide them with support and appropriate interventions to increase their academic achievement. 1

 G043870

G2.B1 Not enough time during the day to implement Wonder Works intervention. 2

 B108643

G2.B1.S1 Teachers will implement Wonder Works intervention during special classes to be able to provide 2 1/2 hours in addition to 90 minutes of Reading Wonders. 4

 S120079

Strategy Rationale

If teachers implement Wonder Works during special classes, then they will be able to meet students' needs.

Action Step 1 5

Teachers will be RTI trained.

Person Responsible

Yaquelin Ricardo

Schedule

Monthly, from 9/22/2014 to 2/27/2015

Evidence of Completion

Attendance sheets, RTI charts with students' scores, and students actual test sheets.

Action Step 2 5

Teachers will be supported by providing guidance, feed backs, and resources to be able to improve students' academic performance.

Person Responsible

Jennifer Gomez

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Signing sheets, observations, checklists, etc.

Action Step 3 5

The counselor will meet with students that are failing a course to provide feed backs and strategies on how they can improve their grades and performance.

Person Responsible

Nevenka Huertas

Schedule

Monthly, from 9/8/2014 to 5/28/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The following will be done: Attendance sheets, RTI charts, teacher support, and monthly meetings.

Person Responsible

Yaquelin Ricardo

Schedule

Weekly, from 9/22/2014 to 2/27/2015

Evidence of Completion

Attendance sheets will be monitored. Teachers will meet monthly with Mrs. Ricardo to discuss students' progress, and classrooms visits will be conducted. Students work samples and weekly and unit assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

In class teacher support, charts and attendance sheets will be monitored, and observations will be conducted.

Person Responsible

Yaquelin Ricardo


Schedule

Monthly, from 9/22/2014 to 2/27/2015


Evidence of Completion

Observations, monitoring, classroom visits, etc.

G2.B2 Computer software programs updated and aligned to new standards and properly being used. 2

 B108644

G2.B2.S1 Teachers will use Success maker, Reflex Math, Reading Plus, etc. during class instruction and during early morning and after care to meet students' needs. 4

 S120083

Strategy Rationale

Teachers will implement computer programs to increase student achievement.

Action Step 1 5

Teachers will use software programs in class, before and after school, and assign home learning involving computer programs.

Person Responsible

Evelyn Lao

Schedule

Weekly, from 9/8/2014 to 12/5/2014

Evidence of Completion

Before and after care Tutoring attendance sheets, classroom instruction

Action Step 2 5

The Lead Teacher will make sure all computers will work and programs are being used properly.

Person Responsible

Jennifer Gomez

Schedule

Weekly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Computer programs reports generated such as Successmaker, iReady, Reading Plus, etc.

Action Step 3 5

Teachers will monitor students and notify parents if students are not using software programs at home.

Person Responsible

Jennifer Gomez

Schedule

Monthly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Reports generated, parent conferences, and feed backs.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Before and after care signing sheet. Computer programs reports.

Person Responsible

Evelyn Lao

Schedule

Monthly, from 9/8/2014 to 11/8/2014

Evidence of Completion

Observations, signing sheets, etc.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Observation, reports generate, feed backs, signing sheets, etc.

Person Responsible

Evelyn Lao

Schedule

On 11/7/2014

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Observations, attendance, computer software updates, etc.

Person Responsible

Evelyn Lao


Schedule

Monthly, from 9/8/2014 to 11/7/2014

Evidence of Completion

Observations, signing sheets, reports, etc.

G2.B3 Not enough science materials to conduct experiments implemented in the classroom. 2

 B108645

G2.B3.S1 The interventionist teacher will use the pull out model to meet the needs of students that are performing below in Science class. 4

 S120085

Strategy Rationale

The interventionist and the homeroom teacher will plan and meet students' needs to improve academic achievement.

Action Step 1 5

The interventionist teacher will plan lessons with the home room teacher and use the pull out model.

Person Responsible

Vera Hirsh

Schedule

Monthly, from 9/8/2014 to 3/27/2015

Evidence of Completion

Attendance sheet and students' work.

Action Step 2 5

Science teachers will do Science experiments to present subject matter.

Person Responsible

Vera Hirsh

Schedule

Weekly, from 11/3/2014 to 4/30/2015

Evidence of Completion

Action Step 3 5

Teachers will use lab simulations online such as Gizmos.

Person Responsible

Yaquelin Ricardo

Schedule

Weekly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Students' results and feed backs.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Lesson plans aligned to FCAT benchmarks, observations, resources being used, etc.

Person Responsible

Vera Hirsh

Schedule

Monthly, from 9/8/2014 to 3/27/2015

Evidence of Completion

Classroom visits, students' test scores, observations, students' work.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Lesson planning, resources, teacher support, students' test results, etc.

Person Responsible

Vera Hirsh


Schedule

Monthly, from 9/8/2014 to 3/28/2015


Evidence of Completion

Classroom visits, observations, attendance sheets, and students' test scores.

G2.B4 Limited resources to reward students with perfect attendance. 2

 B138544

G2.B4.S1 The counselor will work with PTO and the Leadership team to plan and carry out activities to reward students with perfect attendance. 4

 S150542

Strategy Rationale

When students are rewarded with perfect attendance, it serves as a model for students with poor attendance.

Action Step 1 5

The counselor, the PTO, and the Leadership Team will recognize perfect attendance with incentives such as pizza parties, certificates, etc.

Person Responsible

Nevenka Huertas

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Monthly attendance reports.

Action Step 2 5

The counselor will speak to students when doing classroom visitations to address the importance of perfect attendance.

Person Responsible

Nevenka Huertas

Schedule

On 5/28/2015

Evidence of Completion

Counselor Logs

Action Step 3 5

Teachers will communicate with parents to inform about absences and attendance policies. The counselor will follow up by meeting with parents when necessary.

Person Responsible

Nevenka Huertas

Schedule

Monthly, from 11/3/2014 to 5/28/2015

Evidence of Completion

Counselor's log, attendance reports, and teachers' parent conference's logs.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Attendance reports will be generated and monitored.

Person Responsible

Nevenka Huertas

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

The counselor will meet with PTO to find ways to reward students and classes with perfect attendance.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Monthly meetings to check and identify classes and students with perfect attendance.

Person Responsible

Nevenka Huertas


Schedule

On 6/4/2015

Evidence of Completion


Attendance reports, students feed backs, teachers' observations and follow up.

G2.B5 Teachers not able to meet with students in small groups daily to provide extra help to students that will allow them to perform better and not fail a course. 2

 B138548

G2.B5.S1 Teachers will create small groups within their period class to provide assistance to students.

4

 S150544

Strategy Rationale

Small groups will allow students to understand concepts and receive extra instruction.

Action Step 1 5

Teachers will identify students failing a course and will create small groups during their instructional time to provide assistance to those students.

Person Responsible

Jennifer Gomez

Schedule

Evidence of Completion

Small groups in each classroom.

Action Step 2 5

The counselor will meet with students failing a course.

Person Responsible

Nevenka Huertas

Schedule

Quarterly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Counselor's log.

Action Step 3 **5**

The Leadership Team will follow up with teachers and parents to inform parents about expectations, students' progress, and strategies being used.

Person Responsible

Jennifer Gomez

Schedule

Monthly, from 9/1/2014 to 4/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

The principal will meet with teachers to follow up.

Person Responsible

Vera Hirsh

Schedule

Monthly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Checklists, signing sheets, counselor's logs, ect.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 **7**

The Leadership Team will meet with teachers to provide feed backs, resources, and ideas to assist students failing a course.

Person Responsible

Jennifer Gomez

Schedule

Monthly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Observations, signing sheets, and check lists.

G2.B6 Students unable to follow school's rules and demonstrate appropriate behavior standards. 2

B138551

G2.B6.S1 Teachers will encourage high behavior standards using character education. 4

S150546

Strategy Rationale

Students will be exposed to character education.

Action Step 1 5

The counselor will visit classrooms to teach character education.

Person Responsible

Nevenka Huertas

Schedule

Monthly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Counselor's log.

Action Step 2 5

Teachers will reward students with excellent behavior to serve as a model for those students who have been suspended or have not follow school's rules.

Person Responsible

Jennifer Gomez

Schedule

Monthly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Teachers reports.

Action Step 3 5

Student participation to school wide activities such as field trips, events, etc.

Person Responsible

Jennifer Gomez

Schedule

Monthly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Observations and feed backs from teachers.

Person Responsible

Jennifer Gomez

Schedule

Monthly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Students behavior charts and teachers feed backs.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

The principal will meet with teachers and discuss behaviors and consequences.

Person Responsible

Vera Hirsh

Schedule

Monthly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Students' conduct reports generated. Signing sheets.

G3. In order to prepare students for college and career readiness, students at AIE will enroll in general courses related to CTE and CTE programming courses such as Environmental Science and Robotics to allow the school to improve instructional programs and the increase in students' success in college and career readiness preparation. 1

G043871

G3.B1 Because of the amount of students enrolled, there are not enough elective classes related to CTE courses. 2

B109210

G3.B1.S1 Offer a CTE course as an after school program for credit. Students can elect to take this course 5 days a week. 4

S136405

Strategy Rationale

If students participate in this after school program course, they will have additional opportunities to be college and career ready.

Action Step 1 5

An elective for .5 credits will be offered to students in CTE beginning in January 2015.

Person Responsible

Schedule

Weekly, from 1/30/2015 to 5/29/2015

Evidence of Completion

Student participation and attendance as well as demonstration of knowledge.

Action Step 2 5

The counselor will meet with parents and students to discuss college and career readiness.

Person Responsible

Nevenka Huertas

Schedule

Semiannually, from 11/10/2014 to 5/28/2015

Evidence of Completion

Signing sheets and counselor's log.

Action Step 3 5

Career Day will be scheduled in May for students to have an opportunity to learn about different jobs.

Person Responsible

Nevenka Huertas

Schedule

Annually, from 9/1/2014 to 5/28/2015

Evidence of Completion

Career Day logs, program sheet, and signing sheets.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Student attendance will be monitored; teacher observation of student progress and grades.

Person Responsible

Nevenka Huertas

Schedule

Weekly, from 1/30/2015 to 5/29/2015

Evidence of Completion

Attendance sheets, assessment data, student, teacher, parent surveys.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The principal do walk throughs and observations.

Person Responsible

Vera Hirsh

Schedule

Weekly, from 1/30/2015 to 5/29/2015

Evidence of Completion

Data assessments; student, teacher, parent, surveys.

G4. Keeping parents informed through the school website home learning, software usage, and daily instruction will assist students' achievement and create positive attitudes between parents, teachers, and students. 1

G043872

G4.B1 Amount of parents involved in students' school activities and academics. Amount of parents visiting the school website. 2

B110196

G4.B1.S1 Inform parents during school's orientation. Keep parents up to date on home learning and resources being used in the classrooms through the school website. 4

S121690

Strategy Rationale

If parents are aware of home-learning, school's resources, software programs, etc, then they will assist their children with academic achievement.

Action Step 1 5

Mrs, Hirsh will assist Ms. Amador to update the school's website by adding important dates, events, and pictures.

Person Responsible

Vera Hirsh

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Website maintenance and home learning monitoring

Action Step 2 5

Teachers will post home learning in the website weekly.

Person Responsible

Johanna Corporan

Schedule

Weekly, from 8/25/2014 to 5/28/2015

Evidence of Completion

Action Step 3 5

Communicate with parents through news letters, phone calls, and Connect Ed messages to keep them informed about home learning, school events, etc.

Person Responsible

Vera Hirsh

Schedule

Evidence of Completion

Logs, checklists, observations, feed backs, etc.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Website maintenance, home learning posting, and parental guidance through communication.

Person Responsible

Vera Hirsh

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

E-mails, communication logs, home learning, parent orientation, etc.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Grade level meetings, planning, home learning monitoring, communication, etc.

Person Responsible

Vera Hirsh

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Grade level meeting minutes, home learning logs, parent orientation logs, etc.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Dade - 5044 - Academy For International Education Charter - 2014-15 SIP
Academy For International Education Charter School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The Leadership team will follow up with teachers to make sure they meet weekly with their grade level to discuss concerns, planning, resources being used, suggestions, and strategies learned in Professional developments.	Gomez, Jennifer	9/10/2014	Grade Level Planning Minutes Sheet created by Mrs. Ricardo.	5/30/2015 weekly
G2.B1.S1.A1	Teachers will be RTI trained.	Ricardo, Yaquelin	9/22/2014	Attendance sheets, RTI charts with students' scores, and students actual test sheets.	2/27/2015 monthly
G2.B2.S1.A1	Teachers will use software programs in class, before and after school, and assign home learning involving computer programs.	Lao, Evelyn	9/8/2014	Before and after care Tutoring attendance sheets, classroom instruction	12/5/2014 weekly
G2.B3.S1.A1	The interventionist teacher will plan lessons with the home room teacher and use the pull out model.	Hirsh, Vera	9/8/2014	Attendance sheet and students' work.	3/27/2015 monthly
G4.B1.S1.A1	Mrs. Hirsh will assist Ms. Amador to update the school's website by adding important dates, events, and pictures.	Hirsh, Vera	9/1/2014	Website maintenance and home learning monitoring	5/29/2015 weekly
G3.B1.S1.A1	An elective for .5 credits will be offered to students in CTE beginning in January 2015.		1/30/2015	Student participation and attendance as well as demonstration of knowledge.	5/29/2015 weekly
G2.B4.S1.A1	The counselor, the PTO, and the Leadership Team will recognize perfect attendance with incentives such as pizza parties, certificates, etc.	Huertas, Nevenka	8/25/2014	Monthly attendance reports.	6/4/2015 monthly
G2.B5.S1.A1	Teachers will identify students failing a course and will create small groups during their instructional time to provide assistance to those students.	Gomez, Jennifer	9/1/2014	Small groups in each classroom.	daily
G2.B6.S1.A1	The counselor will visit classrooms to teach character education.	Huertas, Nevenka	9/1/2014	Counselor's log.	5/28/2015 monthly
G1.B1.S1.A2	The lead teacher will meet with teachers to review students' writing pieces and give feed backs.	Gomez, Jennifer	9/8/2014	Students' work samples.	4/3/2015 monthly
G2.B1.S1.A2	Teachers will be supported by providing guidance, feed backs, and resources to be able to improve students' academic performance.	Gomez, Jennifer	8/25/2014	Signing sheets, observations, checklists, etc.	6/4/2015 monthly
G2.B2.S1.A2	The Lead Teacher will make sure all computers will work and programs are being used properly.	Gomez, Jennifer	9/1/2014	Computer programs reports generated such as Successmaker, iReady, Reading Plus, etc.	5/28/2015 weekly
G2.B3.S1.A2	Science teachers will do Science experiments to present subject matter.	Hirsh, Vera	11/3/2014		4/30/2015 weekly
G2.B4.S1.A2	The counselor will speak to students when doing classroom visitations to address the importance of perfect attendance.	Huertas, Nevenka	9/1/2014	Counselor Logs	5/28/2015 one-time
G3.B1.S1.A2	The counselor will meet with parents and students to discuss college and career readiness.	Huertas, Nevenka	11/10/2014	Signing sheets and counselor's log.	5/28/2015 semiannually
G4.B1.S1.A2	Teachers will post home learning in the website weekly.	Corporan, Johanna	8/25/2014		5/28/2015 weekly
G2.B5.S1.A2	The counselor will meet with students failing a course.	Huertas, Nevenka	9/1/2014	Counselor's log.	5/28/2015 quarterly
G2.B6.S1.A2	Teachers will reward students with excellent behavior to serve as a model for those students who have been suspended or have not follow school's rules.	Gomez, Jennifer	9/1/2014	Teachers reports.	5/28/2015 monthly

Dade - 5044 - Academy For International Education Charter - 2014-15 SIP
Academy For International Education Charter School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	Teachers in 3rd grade through 8th will use Write to Score Program to score and generate reports.	Gomez, Jennifer	10/21/2014	Write to Score reports and students' samples.	1/27/2015 semiannually
G2.B1.S1.A3	The counselor will meet with students that are failing a course to provide feed backs and strategies on how they can improve their grades and performance.	Huertas, Nevenka	9/8/2014		5/28/2015 monthly
G2.B2.S1.A3	Teachers will monitor students and notify parents if students are not using software programs at home.	Gomez, Jennifer	9/1/2014	Reports generated, parent conferences, and feed backs.	5/28/2015 monthly
G2.B3.S1.A3	Teachers will use lab simulations online such as Gizmos.	Ricardo, Yaquelin	9/1/2014	Students' results and feed backs.	5/28/2015 weekly
G2.B4.S1.A3	Teachers will communicate with parents to inform about absences and attendance policies. The counselor will follow up by meeting with parents when necessary.	Huertas, Nevenka	11/3/2014	Counselor's log, attendance reports, and teachers' parent conference's logs.	5/28/2015 monthly
G3.B1.S1.A3	Career Day will be scheduled in May for students to have an opportunity to learn about different jobs.	Huertas, Nevenka	9/1/2014	Career Day logs, program sheet, and signing sheets.	5/28/2015 annually
G4.B1.S1.A3	Communicate with parents through news letters, phone calls, and Connect Ed messages to keep them informed about home learning, school events, etc.	Hirsh, Vera	Logs, checklists, observations, feed backs, etc.	5/28/2015 weekly	
G2.B5.S1.A3	The Leadership Team will follow up with teachers and parents to inform parents about expectations, students' progress, and strategies being used.	Gomez, Jennifer	9/1/2014		4/29/2015 monthly
G2.B6.S1.A3	Student participation to school wide activities such as field trips, events, etc.	Gomez, Jennifer	9/1/2014		5/28/2015 monthly
G1.MA1	In order to know if teachers are following up with what they wrote and discussed in the weekly grade level minutes form, the Leadership Team will monitor that all items discussed such as planning, data, concerns, resources, etc are being implemented. Examples are: grade books, Success maker reports Interim reports, Baseline, FAIR-FS, lesson plans, etc.	Gomez, Jennifer	9/29/2014	Data progress reports mentioned above.	5/30/2015 one-time
G1.B1.S1.MA1	Mrs. Gomez will check lesson plans and will follow up with teachers.	Gomez, Jennifer	9/10/2014	Lesson plans checking, grade level meetings, discussions, etc.	5/30/2015 one-time
G1.B1.S1.MA1	Teachers will meet weekly once a week and will complete the grade level planning minutes. In this meeting, they will discuss, plan, and collaborate.	Gomez, Jennifer	9/10/2014	Mrs. Gomez and Mrs. Ricardo will follow up with teachers and give a response when concerns are being written and expressed by teachers in the grade level meetings.	5/30/2015 one-time
G2.MA1	Students' interim reports, computer programs results, RTI assessments results, and teacher's observations.	Ricardo, Yaquelin	9/29/2014	Data reports, assessments reports, etc.	2/27/2015 monthly
G2.B1.S1.MA1	In class teacher support, charts and attendance sheets will be monitored, and observations will be conducted.	Ricardo, Yaquelin	9/22/2014	Observations, monitoring, classroom visits, etc.	2/27/2015 monthly
G2.B1.S1.MA1	The following will be done: Attendance sheets, RTI charts, teacher support, and monthly meetings.	Ricardo, Yaquelin	9/22/2014	Attendance sheets will be monitored. Teachers will meet monthly with Mrs. Ricardo to discuss students' progress, and classrooms visits will be conducted. Students work samples and weekly and unit assessments.	2/27/2015 weekly
G2.B2.S1.MA1	Observations, attendance, computer software updates, etc.	Lao, Evelyn	9/8/2014	Observations, signing sheets, reports, etc.	11/7/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Before and after care signing sheet. Computer programs reports.	Lao, Evelyn	9/8/2014	Observations, signing sheets, etc.	11/8/2014 monthly
G2.B2.S1.MA3	Observation, reports generate, feed backs, signing sheets, etc.	Lao, Evelyn	9/8/2014		11/7/2014 one-time
G2.B3.S1.MA1	Lesson planning, resources, teacher support, students' test results, etc.	Hirsh, Vera	9/8/2014	Classroom visits, observations, attendance sheets, and students' test scores.	3/28/2015 monthly
G2.B3.S1.MA1	Lesson plans aligned to FCAT benchmarks, observations, resources being used, etc.	Hirsh, Vera	9/8/2014	Classroom visits, students' test scores, observations, students' work.	3/27/2015 monthly
G2.B4.S1.MA1	Monthly meetings to check and identify classes and students with perfect attendance.	Huertas, Nevenka	8/25/2014	Attendance reports, students feed backs, teachers' observations and follow up.	6/4/2015 one-time
G2.B4.S1.MA1	Attendance reports will be generated and monitored.	Huertas, Nevenka	8/25/2014	The counselor will meet with PTO to find ways to reward students and classes with perfect attendance.	6/4/2015 monthly
G2.B5.S1.MA1	The Leadership Team will meet with teachers to provide feed backs, resources, and ideas to assist students failing a course.	Gomez, Jennifer	9/1/2014	Observations, signing sheets, and check lists.	5/28/2015 monthly
G2.B5.S1.MA1	The principal will meet with teachers to follow up.	Hirsh, Vera	9/1/2014	Checklists, signing sheets, counselor's logs, ect.	5/28/2015 monthly
G2.B6.S1.MA1	The principal will meet with teachers and discuss behaviors and consequences.	Hirsh, Vera	9/1/2014	Students' conduct reports generated. Signing sheets.	5/28/2015 monthly
G2.B6.S1.MA1	Observations and feed backs from teachers.	Gomez, Jennifer	9/1/2014	Students behavior charts and teachers feed backs.	5/28/2015 monthly
G3.MA1	Assessment data related to the introduction to career education.	Huertas, Nevenka	1/30/2015	Data assessment reports.	5/29/2015 weekly
G3.B1.S1.MA1	The principal do walk throughs and observations.	Hirsh, Vera	1/30/2015	Data assessments; student, teacher, parent, surveys.	5/29/2015 weekly
G3.B1.S1.MA1	Student attendance will be monitored; teacher observation of student progress and grades.	Huertas, Nevenka	1/30/2015	Attendance sheets, assessment data, student, teacher, parent surveys.	5/29/2015 weekly
G4.MA1	Parents' feed backs, observations, checklists.	Hirsh, Vera	9/1/2014	Teachers' grade level planning minutes, website maintenance, communication logs, etc.	5/29/2015 weekly
G4.B1.S1.MA1	Grade level meetings, planning, home learning monitoring, communication, etc.	Hirsh, Vera	9/1/2014	Grade level meeting minutes, home learning logs, parent orientation logs, etc.	5/29/2015 weekly
G4.B1.S1.MA1	Website maintenance, home learning posting, and parental guidance through communication.	Hirsh, Vera	9/1/2014	E-mails, communication logs, home learning, parent orientation, etc.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All students will improve their writing skills during the core content areas using new and updated resources aligned to the new Florida Standards to improve student achievement.

G1.B1 Teacher's exposure to plan appropriately and effectively using the new textbooks and resources available during their instructional time.

G1.B1.S1 Teachers will attend to professional developments and plan in collaboration with colleagues to align the new standards to their daily lesson plans.

PD Opportunity 1

The Leadership team will follow up with teachers to make sure they meet weekly with their grade level to discuss concerns, planning, resources being used, suggestions, and strategies learned in Professional developments.

Facilitator

Yaquelin Ricardo

Participants

All teachers

Schedule

Weekly, from 9/10/2014 to 5/30/2015

PD Opportunity 2

The lead teacher will meet with teachers to review students' writing pieces and give feed backs.

Facilitator

Yaquelin Ricardo / Shawn D'Night; Instructor

Participants

Teachers

Schedule

Monthly, from 9/8/2014 to 4/3/2015

G2. AIE will increase student's academic performance and the effectiveness in identifying students at risk with poor attendance, students suspended, and students failing a course to provide them with support and appropriate interventions to increase their academic achievement.

G2.B1 Not enough time during the day to implement Wonder Works intervention.

G2.B1.S1 Teachers will implement Wonder Works intervention during special classes to be able to provide 2 1/2 hours in addition to 90 minutes of Reading Wonders.

PD Opportunity 1

Teachers will be RTI trained.

Facilitator

Yaquelin Ricardo

Participants

All Teachers

Schedule

Monthly, from 9/22/2014 to 2/27/2015

G2.B2 Computer software programs updated and aligned to new standards and properly being used.

G2.B2.S1 Teachers will use Success maker, Reflex Math, Reading Plus, etc. during class instruction and during early morning and after care to meet students' needs.

PD Opportunity 1

The Lead Teacher will make sure all computers will work and programs are being used properly.

Facilitator

Yaquelin Ricardo

Participants

Teachers

Schedule

Weekly, from 9/1/2014 to 5/28/2015

G2.B3 Not enough science materials to conduct experiments implemented in the classroom.

G2.B3.S1 The interventionist teacher will use the pull out model to meet the needs of students that are performing below in Science class.

PD Opportunity 1

The interventionist teacher will plan lessons with the home room teacher and use the pull out model.

Facilitator

Imera Rueda and Lauri Varona

Participants

All teachers

Schedule

Monthly, from 9/8/2014 to 3/27/2015

PD Opportunity 2

Science teachers will do Science experiments to present subject matter.

Facilitator

Yaquelin Ricardo / Imera Rueda / Laurie Varona

Participants

Teachers

Schedule

Weekly, from 11/3/2014 to 4/30/2015

G4. Keeping parents informed through the school website home learning, software usage, and daily instruction will assist students' achievement and create positive attitudes between parents, teachers, and students.

G4.B1 Amount of parents involved in students' school activities and academics. Amount of parents visiting the school website.

G4.B1.S1 Inform parents during school's orientation. Keep parents up to date on home learning and resources being used in the classrooms through the school website.

PD Opportunity 1

Teachers will post home learning in the website weekly.

Facilitator

Participants

Schedule

Weekly, from 8/25/2014 to 5/28/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G3. In order to prepare students for college and career readiness, students at AIE will enroll in general courses related to CTE and CTE programming courses such as Environmental Science and Robotics to allow the school to improve instructional programs and the increase in students' success in college and career readiness preparation.

G3.B1 Because of the amount of students enrolled, there are not enough elective classes related to CTE courses.

G3.B1.S1 Offer a CTE course as an after school program for credit. Students can elect to take this course 5 days a week.

PD Opportunity 1

The counselor will meet with parents and students to discuss college and career readiness.

Facilitator

Participants

Schedule

Semiannually, from 11/10/2014 to 5/28/2015

Budget Rollup

Summary

Description	Total
Goal 1: All students will improve their writing skills during the core content areas using new and updated resources aligned to the new Florida Standards to improve student achievement.	38,989
Goal 2: AIE will increase student's academic performance and the effectiveness in identifying students at risk with poor attendance, students suspended, and students failing a course to provide them with support and appropriate interventions to increase their academic achievement.	55,000
Grand Total	93,989

Goal 1: All students will improve their writing skills during the core content areas using new and updated resources aligned to the new Florida Standards to improve student achievement.

Description	Source	Total
B1.S1.A1 - Textbooks	General Fund	34,000
B1.S1.A1 - Write to Score Test Prep	General Fund	3,989
B1.S1.A1 - Planning Professional Development for the 2014-2015 school year. Money was allocated to pay selected teachers.		1,000
Total Goal 1		38,989

Goal 2: AIE will increase student's academic performance and the effectiveness in identifying students at risk with poor attendance, students suspended, and students failing a course to provide them with support and appropriate interventions to increase their academic achievement.

Description	Source	Total
B1.S1.A1 - Wonder Works Intervention textbooks and resources were purchased from Mc. Graw Hill Publisher through Florida School Book Depository..		5,000
B2.S1.A1 - Technology and software programs	General Fund	50,000
Total Goal 2		55,000