

Miami-Dade County Public Schools

International Studies Charter High School



2018-19 School Improvement Plan

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International Studies Charter High School

2480 SW 8TH ST, Miami, FL 33135

<http://ischs.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>79%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>76%</p>

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	A	A	A*

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

International Studies Charter School was established to serve the needs of the community by offering a multi-lingual, multi-literate, and multi-cultural curriculum, preparing students to be thoughtful, educated members of a global society.

Provide the school's vision statement

International Studies Charter School teaches students to think and behave as citizens of the world, make decisions with integrity, and graduate with a sense of purpose.

School Leadership Team

Membership

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

Name	Title
Rodriguez, Victoriano	Principal
Cruz, Janette	Assistant Principal
del valle, hector	Administrative Support
Correa, Michelle	Guidance Counselor
Rharmili, Victoria	Instructional Coach
Rivas, Xiomara	Teacher, K-12
Herrera, Jose	Teacher, K-12
Perez, Elizabeth	Teacher, K-12
Ruiz, Olga	Teacher, K-12

Duties

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

Mr. Victoriano Rodriguez is the school's principal. He is responsible for the overall, daily operations and budget of the school. In his capacity as the school's leader he meets on a regular basis with his administrative team to discuss school or personnel-related concerns. He also hosts a monthly "coffee with the boss" breakfast, which affords him an opportunity to form more personal connections with the staff and hear their concerns in an informal setting.

Ms. Janette Cruz serves as the school's assistant principal. In this capacity, she is the "right hand" of the principal. She oversees the instructional leaders of each core content area, as well as foreign language department members. She also oversees disciplinary

issues for high school students. She is directly responsible for ensuring that the school remains compliant with all state and federal guidelines.

Ms. Michelle Correa's primary function is to oversee the college assistance program. She works with students to ensure that they are meeting all the requirements and deadlines for college acceptance. She helps them procure scholarships and other financial aid. She meets with teachers at each of the high school levels to support their understanding of college readiness goals.

Mr. Hector Del Valle is the school's dean. He oversees middle school disciplinary issues. He also is the testing chairperson and ESOL compliance officer. He works closely with the school's teaching staff to discuss student concerns and to schedule state and county-mandated testing.

Ms. Victoria Rharmili is the school's instructional coach. She meets regularly with teachers to offer instructional support. She is also the English department instructional leader. In that capacity, she meets with the English department teachers to ensure department goals are being met.

Ms. Valentina Medico is the foreign language instructional leader. She works closely with foreign language teachers to offer instructional support and to ascertain that department goals are being met.

Mr. Jose Herrera is the Science department instructional leader. He works closely with teachers in his department to offer instructional support and to ascertain that department goals are being met.

Ms. Xiomara Rivas is the Mathematics department instructional leader. She works closely with teachers in her department to offer instructional support and to ascertain that department goals are being met.

Ms. Elizabeth Perez is the activities director. She coordinates all school activities and oversees the school's numerous clubs. She works closely with class sponsors to support fund-raising activities.

All the aforementioned faculty and staff meet on a regular basis with the principal and assistant principal to ensure smooth, daily school operations. They work together to make decisions that support teaching and learning.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	8	4	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	7	2	1	2	12

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Date this data was collected

Monday 9/17/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was the percent of students making overall Learning Gains in English. This component decreased by 6 percentage points from 67 to 61 percent achieving. This has been an area of potential growth for the last several years. Another component that did not perform well was in the area of Science Achievement. This category showed a decrease of 11 points from 86 percent of the students achieving to 75 percent. This reporting category has been decreasing since 2015 when the school performed in the top 3 in the state in Science. In 2015, the school employed a teacher well versed on the standards tested on the exam. Since then, there have been teachers new to the profession and not familiar with the test format and standards.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from prior year was Language Arts Learning Gains of the Lowest 25%. This component decreased by 11 percentage points from 82 to 73 percent making gains. While this reporting category did show the greatest decline from 2017 to 2018, it was the component that showed the most significant gains from 2016 to 2017 (from 52 to 82 percent making gains).

Which data component had the biggest gap when compared to the state average?

The school consistently out performs the state in all reporting categories. However, the area which had the closest disparity was when comparing Language Arts learning gains. Sixty one percent of students made learning gains compared to the state where 56% of the students made gains.

Which data component showed the most improvement? Is this a trend?

In general, all math components made significant gains. Mathematics Achievement increased 8 percentage points from 85 to 93 percent of students achieving. Mathematics Learning Gains increased 11 percentage points from 68 to 79 percent of students making learning gains. However, Learning Gains of the lowest 25% showed the greatest improvement with a 22 point increase from 70 to 92 percent of students making learning gains. This has been an upward trend since 2016.

Describe the actions or changes that led to the improvement in this area

A concentrated recruitment effort was made to better staff the mathematics department. The hiring process began a full year in advance with candidates being required to model lessons prior to being offered a position. Initial incentives such as relocation bonuses were offered to candidates once the hiring committee had determined who would be the best fit for the school and have the greatest impact on students. Additionally, purchasing and implementing the use of mathematics software such as IXL and USA Test Prep, with fidelity has had a significant impact on the improvement in this area.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	93%	59%	56%	90%	56%	53%
ELA Learning Gains	61%	56%	53%	67%	51%	49%
ELA Lowest 25th Percentile	73%	51%	44%	82%	45%	41%
Math Achievement	93%	51%	51%	85%	47%	49%
Math Learning Gains	79%	50%	48%	68%	47%	44%
Math Lowest 25th Percentile	92%	51%	45%	70%	45%	39%
Science Achievement	75%	65%	67%	86%	63%	65%
Social Studies Achievement	94%	73%	71%	91%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	1 (0)	0 (0)	1 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 (0)	8 (0)	4 (0)	0 (0)	12 (0)
Level 1 on statewide assessment	7 (0)	2 (0)	1 (0)	2 (0)	12 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	90%	54%	36%	53%	37%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	98%	52%	46%	52%	46%
Same Grade Comparison		-8%				
Cohort Comparison						
10	2018	90%	54%	36%	53%	37%
	2017	78%	50%	28%	50%	28%
Same Grade Comparison		12%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	65%	9%	65%	9%
2017	85%	62%	23%	63%	22%
Compare		-11%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	67%	27%	68%	26%
2017	92%	65%	27%	67%	25%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	91%	59%	32%	62%	29%
2017	93%	58%	35%	60%	33%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	54%	40%	56%	38%
2017	87%	48%	39%	53%	34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		7%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	95	63	77	86	91	90		96		100	95
HSP	92	61	74	95	76	93	77	95		97	90
FRL	93	60	74	93	76	93	73	95		97	92
ELL	78	63	62	94	89			92		93	92

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	91	61	71	82	71	71	90	95		93	96
HSP	91	69	87	85	66	69	87	91		93	91
FRL	88	64	79	86	69	72	85	90		90	89
ELL	85	63	76	81	75	78	85	81		89	100

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title

To provide our science teachers with the tools and training necessary to prepare students for success on the state science assessments.

Rationale

It is difficult to find and retain seasoned, experienced science teachers as many leave the profession for more lucrative careers. Therefore, the school needs to provide new teachers with training specific to the standards assessed on the Biology EOC.

Intended Outcome

Because science teachers will receive training, strategies and resources pertaining to the Biology EOC prior to the school year commencing, they will have the tools to prepare students for success on the Biology EOC. As a result, students earning scores of achievement will increase.

Point Person

Jose Herrera (jherrera@ischs.net)

Action Step

Description

1. The school will invest in purchasing resources such as USA Test Prep to facilitate the process of preparing and exposing students to the types of questions they would see on the Biology EOC.
2. The school will purchase consumable workbooks to provide students with additional practice on the Biology exam. These workbooks will also serve as a guide to teachers regarding what content will be covered on the exams.
3. Our instructional leader in science will work closely with his department to monitor that teachers are following the district pacing guides so that all the measurable standards are taught prior to the EOC.
4. The school still maintains an excellent relationship with prior school year's Biology teacher (when 94% of the students achieved). That teacher is willing to work individually with our current Biology teacher to share best practices and strategies aimed at student success on the exam.

Person Responsible

Jose Herrera (jherrera@ischs.net)

Plan to Monitor Effectiveness

Description

Our instructional coach will work closely with the Science Instructional Leader and Test Chairperson to monitor student performance data on exams given through USA Test Prep. This will occur bi-quarterly leading until students take the exam in May. Data chats will be conducted at all levels (student/teacher, teacher/instructional leader, and administration/teacher) to ensure that progress is being made towards the school's ultimate goal of increasing the percent of students achieving on the Biology EOC.

Person Responsible

Olga Ruiz (oruiz@ischs.net)

Activity #2

Title To assist Language Arts teachers with instructional strategies aimed at closing the achievement gap for the lowest 25%

Rationale Many ISCHS students included in the lowest 25% already perform at a level 3 on the ELA Florida State Assessment (FSA). Strategies, therefore, will be mostly geared towards ensuring that students do not lose academic learning gains.

Intended Outcome To ascertain that students in the lowest 25% continue to make learning gains on the ELA FSA and do not lose achievement levels on the state exam.

Point Person Olga Ruiz (oruiz@ischs.net)

Action Step

Description The ELA academic coach will target specific classes each quarter in order to plan and co-teach lessons with the primary ELA teacher. The academic coach will also meet with department teachers to provide resources and support and to review student assessment data, offering steps for remediation where necessary.

Person Responsible Victoria Rharmili (vrharmili@ischs.net)

Plan to Monitor Effectiveness

Description The academic coach/instructional leader will meet regularly with the administrative staff to ensure that instructional strategies are carried out with fidelity.

Person Responsible Olga Ruiz (oruiz@ischs.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Family and community involvement are paramount to the school's success. Prior to a student's first year at the school, an orientation meeting is open to all new families. At this meeting new parents are acquainted with the school's mission, vision, and yearly goals. Parents are also encouraged to join the school's Parent Advisory League (PAL), foreign consulate parent groups (French, Italian and/or Spanish parent associations) and/or the school's Educational Excellence School Advisory Council (EESAC) committee. All of these entities give the parents a voice within the school. Parents are pivotal in our school's EESAC. At quarterly meetings, the EESAC reviews data, discusses strategies for improving the school, and votes on matters that affect the teachers and students. Members of the school's PAL meet with other stakeholders to discuss achievement results, events, and

initiatives aimed at engaging and supporting the school. These meetings ensure that we keep our parents informed at all times, thereby increasing their trust in school leadership and involvement in school initiatives.

Parents who do not opt to be part of a parent group can still learn about the school's mission, vision, goals, and initiatives. Much of this information is shared during the yearly Open House presentation. Information is also uploaded on the school website. For example, on a school-wide scale, the school publishes assessment results on the school website, and also sends updates to stakeholders via email. Parents and students have real time access to grades and attendance via the Dadeschools Mobile application. Progress reports are sent home at the halfway mark of each quarter and report cards are distributed at the end of the quarter. Finally, during a traditional end of year awards ceremony, students are recognized in front of their peers and families for exemplary performance in each of their subject areas of study.

PFEP Link

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

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

The school's leadership team, comprised of the school administration, activities director, athletics director, testing chair, and student services representatives, meets on a weekly basis to address the unique, ever-changing needs of our student body. During these meetings we discuss data, needs, events, interventions, and student concerns. The leadership team makes a concerted effort to ensure all students are academically successful, and physically and emotionally healthy. As a direct result of these meetings it was brought to the administration's attention that students were feeling an overwhelming sense of testing anxiety. To address this, assemblies were arranged to teach students coping strategies and to reaffirm that their mental well-being is of paramount importance. Other issues that are common among students, such as bullying, peer pressure, and responsible internet use, are addressed during assemblies.

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

ISCHS is a 6-12 school. As such, it minimizes the number of schools and transitions students must undergo. In-coming grade 6 students are assigned a senior mentor, whom they meet during an "SS Breakfast" event. The seniors support the new students by helping them understand the "ISCHS experience," and making themselves available to talk and help the younger students make the transition to middle school.

During an annual college forum, the school invites former graduates to come and speak with graduating seniors to discuss their college experiences. In addition, a college application night and FAFSA application night are offered for seniors and their parents to help them navigate the complexities.

The college advisor meets with every senior and their families at least once to discuss post-secondary options.

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

As mentioned in question 2, the school's leadership team, comprised of the school administration, activities director, athletics director, testing chair, and student services representatives, meets on a weekly basis to address the unique, ever-changing needs of our student body. During these meetings we discuss data, needs, events, interventions, and student concerns. The leadership team makes a concerted effort to ensure all students are academically successful, and physically and emotionally healthy. This is how the school aligns all available resources to ensure the needs of the entire student body is being met. Decisions are made as a team with differing perspectives regarding the student body. This is how we ensure not one facet pertaining to students' overall academic, social, and physical well being is overlooked; thus, maximizing desired student outcomes. The school uses a labeling system called AssetTiger that allows for the school to maintain a very detailed inventory of all resources to ensure accountability.

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

The school employs a full-time College Assistance Program (CAP) Advisor. This individual is charged with assisting students in all grades understand the college and career options that students will have after high school. She makes yearly visits to each grade level and presents grade appropriate information related to college and career planning. In addition, all students and their parents are welcome to make individual appointments with the CAP Advisor to obtain individualized college and career guidance. Through the Student Services and CAP departments the school hosts a yearly College Spirit Week. During this event teachers are encouraged to share information about their own colleges (posters are placed on each teacher's door with their college name) and careers to bring more awareness to students. Another activity during College Spirit Week is to highlight the ways in which each subject connects to a real-world profession. The school also frequently hosts college and university guests who hold information sessions about their institutions, to which students are welcome to attend. Furthermore, the CAP Advisor has begun to arrange college fairs on campus, which available to all students and parents.

In an effort to underscore a college and career culture, the school works closely with neighboring Miami-Dade College. The college offers Dual Enrollment opportunities to qualifying students both with the school itself, as well as on their campus. Miami-Dade College frequently hosts school field trips for college and career information sessions as well.

Aside from Miami-Dade College, the school offers the opportunity to attend Doral College Dual Enrollment, as well as explore select topics (i.e., photography, social media, computers, etc.) via Somerset Virtual Academy.

Part V: Budget

Total:

\$500.00