

Miami-Dade County Public Schools

International Studies Charter Middle School



2018-19 Schoolwide Improvement Plan

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International Studies Charter Middle School

2480 SW 8TH ST, Miami, FL 33135

<http://ischs.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	79%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	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
Correa, Michelle	School Counselor
Jaynes, Jennifer	Assistant Principal
Del Valle, Hector	Administrative Support
Figueroa, Martha	Teacher, K-12
Herrera, Jose	Teacher, K-12
Medico, Valentina	Teacher, K-12
Perez, Elizabeth	Administrative Support
Rharmili, Victoria	Instructional Coach
Rivas, Xiomara	Teacher, K-12
Rodriguez, Douglas	Principal
Ruiz, Olga	Instructional Coach

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 9/14/2018

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

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 lowest data component are the English Language Arts learning gains of the lowest 25%, which stood at 65%. While this data component is not always the lowest, it has steadily declined each year since 2016.

Which data component showed the greatest decline from prior year?

The data component with the greatest decline was the English Language Arts learning gains of the lowest 25%. In the 2017 year 74% of students demonstrated achievement; this figure declined by 9 percentage points to 65% in 2018.

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

The school outperformed the state in all of the data components. With that said, the category in which the school performance was closest to that of the state is Math Learning Gains, with the school's students demonstrating 70% achievement, and the state demonstrating 57% achievement (a difference of 13 percentage points).

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

The data component with the greatest improvement was the Middle School Acceleration. From the 2017 to the 2018 school year there was an 18 percentage point increase (from 63 to 81). While this increase is not a trend, the school certainly hopes to maintain or increase this figure over time.

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

The school was dedicated to making improvements in this area (which had previously been among the lowest). First, the school encouraged students to take a Photoshop course to earn industry certification, while helping the students learn the useful skills that the program provided them. In addition, the school encouraged qualifying students to enroll in Dual Enrollment. The Dual Enrollment course (a Student Life Skills class) was facilitated by offering it in-house, taught by a qualified teacher already in our faculty. These factors were attractive to parents and students alike, and increased student interest in college level coursework.

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	88%	56%	53%	89%	51%	52%
ELA Learning Gains	70%	56%	54%	75%	55%	53%
ELA Lowest 25th Percentile	65%	52%	47%	77%	51%	45%
Math Achievement	91%	56%	58%	86%	51%	55%
Math Learning Gains	70%	56%	57%	63%	53%	55%
Math Lowest 25th Percentile	79%	55%	51%	73%	48%	47%
Science Achievement	82%	52%	52%	79%	49%	50%
Social Studies Achievement	97%	73%	72%	98%	63%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (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
06	2018	78%	53%	25%	52%	26%
	2017	88%	53%	35%	52%	36%
Same Grade Comparison		-10%				
Cohort Comparison						
07	2018	90%	54%	36%	51%	39%
	2017	83%	52%	31%	52%	31%
Same Grade Comparison		7%				
Cohort Comparison		2%				
08	2018	84%	59%	25%	58%	26%
	2017	92%	55%	37%	55%	37%
Same Grade Comparison		-8%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	84%	56%	28%	52%	32%
	2017	83%	52%	31%	51%	32%
Same Grade Comparison		1%				
Cohort Comparison						
07	2018	89%	52%	37%	54%	35%
	2017	93%	49%	44%	53%	40%
Same Grade Comparison		-4%				
Cohort Comparison		6%				
08	2018	87%	38%	49%	45%	42%
	2017	96%	39%	57%	46%	50%
Same Grade Comparison		-9%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	73%	44%	29%	50%	23%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	65%	24%	65%	24%
2017	95%	62%	33%	63%	32%
Compare		-6%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	72%	23%	71%	24%
2017	92%	69%	23%	69%	23%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	90%	59%	31%	62%	28%
2017	89%	58%	31%	60%	29%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	54%	46%	56%	44%
2017	100%	48%	52%	53%	47%
Compare		0%			

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
ELL	65	64	59	81	67	82			67		

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
HSP	90	69	67	92	71	77	87	97	82		
WHT	82	71	58	89	67	92	61	94	77		
FRL	87	68	62	91	70	78	81	96	80		

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
ELL	71	71	73	79	77	83	78	85	57		
HSP	91	69	73	94	78	83	87	98	58		
WHT	87	67	79	84	67	67	72	80	71		
FRL	91	69	73	94	76	81	83	96	56		

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 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. Additionally, i-ready will be implemented and monitored with fidelity to ensure the program is being used to differentiate instruction and increase learning gains for all students.
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. Multiple trainings will be given to teachers regarding how to best utilize the i-ready program to increase learning gains of all students. Additionally, administration will be trained regarding how to monitor effective use and implementation of the i ready program by students and teachers.
Person Responsible	Jennifer Jaynes (jjaynes@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)

Activity #2	
Title	To provide our science teachers with the tools and training necessary to prepare students for success on the 8th 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 8th Grade Science Assessment.
Intended Outcome	Because science teachers will receive training, strategies and resources pertaining to the 8th grade Science Test prior to the school year commencing, they will have the tools to prepare students for success on the exam. As a result, students earning scores of achievement will increase.
Point Person	Jose Herrera (jherrera@ischs.net)
Action Step	
Description	<ol style="list-style-type: none"> 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 8th Grade Science Assessment. 2. The school will purchase consumable workbooks to provide students with additional practice on the Biology exam. These workbooks will also serves 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 standard are taught prior to the 8th Grade Science Assessment. 4. The school still maintains an excellent relationship with prior school year's 8th Grade Science teacher (when 91% of the students achieved compared to 82% currently). That teacher is willing to work individually with our current middle grades science teachers 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 #3

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

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, Â§ 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 during and after middle 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:

\$20,795.00