

2013-2014 SCHOOL IMPROVEMENT PLAN

International Studies Charter Middle School

2480 SW 8TH ST
Miami, FL 33135
305-643-2955

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 64%
Alternative/ESE Center No	Charter School Yes	Minority Rate 73%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

International Studies Charter Middle School

Principal

Victoriano Rodriguez

School Advisory Council chair

Elizabeth Valdes

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jeffrey Hobby	Mathematics Department Chair
Elizabeth Figueroa	MS Lead Teacher
Hector Del Valle	Social Studies Department Chair
Mara Bello	Science Department Chair
Tamara Cuello	Foreign Language Department Chair
Teresa Valdes	Counselor
Janette Cruz	Assistant Principal
Victoriano Rodriguez	Principal
Michelle Correa	ELL Coordinator

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is made up of the principal, an alternate principal, 2 teachers, an alternate teacher, an educational support employee, an alternate educational support employee, 3 parents, an alternate parent, a student, and a Business Community Representative. One member of the SAC serves as the chair and one member of the SAC serves as the recording secretary.

Involvement of the SAC in the development of the SIP

The SAC convenes quarterly to review the implementation of the School Improvement Plan. During the last SAC meeting of the year strategies are reviewed to determine if they were success. The SAC determines whether or not strategies should be kept, modified, or eliminated. The SIP writing team then implements the suggestions made by the SAC and implements them as part of the current plan.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. The SAC will review the SIP at each meeting and modify as necessary. The SAC will also vote on the distribution of the School Recognition Funds as well as how SAC funds should be spent.

Projected use of school improvement funds, including the amount allocated to each project

The projected use of the school improvement funds will be determined by a combination of the aforementioned school committees. Proposals are presented for how funds will be spent throughout the school year at the SAC meetings. The members of SAC will vote on the plans presented at the meeting.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Victoriano Rodriguez

Principal

Years as Administrator: 14

Years at Current School: 8

Credentials

Bachelors of Science in Mathematics Education; Masters in Math Education with a Certificate in Educational Leadership

Performance Record

2013-2014: P
2012-2013: A
2011-2012: A
2010-2011: A
2009-2010: A
2008-2009: A

Janette Cruz

Principal

Years as Administrator: 6

Years at Current School: 7

CredentialsBachelor of Arts in English Literature with a minor in Biology;
Master of Education in Educational Leadership**Performance Record**2013-2014: P
2012-2013: A
2011-2012: A
2010-2011: A
2009-2010: A
2008-2009: A**Instructional Coaches****# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**0**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

23

receiving effective rating or higher

100, 435%

Highly Qualified Teachers

65%

certified in-field

15, 65%

ESOL endorsed

4, 17%

reading endorsed

0, 0%

with advanced degrees

8, 35%

National Board Certified

0, 0%

first-year teachers

4, 17%

with 1-5 years of experience

6, 26%

with 6-14 years of experience

9, 39%

with 15 or more years of experience

4, 17%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

11, 1100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

International Studies Charter School advertises available positions on online teacher recruitment sites such as "teachers-teachers.com." We partner with local university education programs to recruit their best graduates. Since we are sponsored by the French, Italian, and Spanish Consulates, our foreign teachers are recruited by the consulates and are selected based on the results of a rigorous and prestigious interview and examination process.

Our school successfully retains our teacher through a combination of a mentorship program overseen by the assistant principal and a partnership program overseen by the department heads which pairs new teachers with each other to provide both guidance from experienced teachers and to provide a bonding experience that creates greater staff camaraderie.

Teachers are encouraged to develop and implement their own strategies with regards to the subject matter in order to foster a more personal and creative learning environment. Teachers are also encouraged and given the creative freedom to design elective courses that interest them (within their field of certification). This provides teachers with the opportunity to truly teach "what they love to teach." Teachers feel as though they have ownership of the curriculum and have contributed to the overall culture and mission of the school.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are paired with veteran teachers who share a subject area and/or grade level/age group. Our mentoring program includes opportunities to team teach, common planning, and shadowing. Mentor teachers must demonstrate mastery of subject matter skills including but not limited to content, pedagogy, and methodology. They also must possess strong interpersonal skills.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school's data committee collects and interprets a variety of data from standardized, formal assessments and other sources when applicable (Assessments include but are not limited to ReadStep, FCAT, District Interim Assessments). The data is then interpreted and analyzed to assess student and faculty needs. Data analysis is an ongoing feedback loop that occurs throughout the year that includes parents, teachers, students, the EESAC, and SIP writing team.

Core Construction: The compiled data is used to inform teachers whether or not their students are performing on grade level for not only the teachers' subjects but for the students' subjects across the curriculum as well. This information is disseminated at department, grade level, and committee meetings which allows all teachers to discuss how they will address deficiencies both as individuals and as teams.

Resource Allocation: The master schedule is built based on students' areas of deficiency, students' needs and student/teachers' preferences as determined by the analysis of the data and the recommendations of the MTSS/RtI Teams.

Teacher Support Systems: Our mentoring program, buddy system, resource allocation procedures, supplemental and in house professional development opportunities create an environment in which teachers are both supported and enriched both personally and professionally.

Small Group and Individual Student Needs: Students are identified as needing additional educational support based on the collected and interpreted data. Once they have been identified they receive myriad intervention programs such as pull out tutoring, intensive skills classes, targeted differentiated in class instruction, after school tutoring programs, and a buddy mentor system.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Department Chairs are responsible for disseminating the information and leading the discussions about when and how to intervene the aforementioned programs.

The Test Chairperson is responsible for collecting the data the data team committee analyzes.

The ELL Coordinator provides input regarding what interventions and resources are most successful for acquisition, growth and proficiency of the English language based on data and feedback from ELL students and their parents.

The school administration is responsible for overseeing the successful implementation of the intervention initiatives.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team uses a combination of in class observations, formal and informal feedback surveys, data collection and data sharing sessions to ensure that the school is correctly implementing data based enrichment strategies and programs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources used to access and analyze effectiveness of the intervention programs are a combination of standardized formative assessments such as Baseline, District Mandated Interim Assessments, and Teacher Made Progress Monitoring Tools.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The professional development team will conduct staff wide training to educate teachers about best practices in using data to support and drive instruction. School wide parent assemblies educate parents as to the necessity of data driven support and instructional practices. Parent teacher conferences with the parents of at risk scoring students will allow for a more successful implementation and continuation of the intervention strategies already in place.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 50,000

tutoring before/after school, targeted pull-out tutoring during school hours

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

MTSS/RiT leadership team collects data through state summative and formative assessments and uses this data to determine the effectiveness of the various tutoring programs offered.

Who is responsible for monitoring implementation of this strategy?

MTSS/RiT leadership team

Strategy: Before or After School Program

Minutes added to school year: 2,400

After school clubs

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students participation is monitored

Who is responsible for monitoring implementation of this strategy?

Club Advisor and Activities Director

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Martha Figueroa	Language Arts Department Head
Kelly Zimmerman	Language Arts Teacher
Mara Bello	Science Teacher
Hector DelValle	Social Studies Teacher
Anabel Basualdo	Science Teacher
Victoriano Rodriguez	Principal

How the school-based LLT functions

The school based Literacy Leadership Team will meet at the beginning of each month during the allocated time set aside for Leadership Team meeting (from 7:30-8:30 on Tuesday mornings). During this time, a focus calendar will be created for each month delineating the benchmarks that will be emphasized across the curriculum, as well as strategies to support the focus benchmark.

Major initiatives of the LLT

The major initiative of the LLT this year will be to emphasize to the entire faculty that we are all READING teachers. ALL of our teachers will be CRISS trained.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school ensures that every teacher contributes to the reading improvement of every student by using a variety of mixed media that contribute to the ability of multicultural students to both identify and interpret texts in a variety of formats, genres, and subject matters.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	82%	Yes	71%
American Indian				
Asian				
Black/African American				
Hispanic	68%	86%	Yes	71%
White	73%	68%	No	75%
English language learners	43%	50%	Yes	49%
Students with disabilities				
Economically disadvantaged	65%	83%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	31%	33%
Students scoring at or above Achievement Level 4	117	45%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		87%	88%
Students in lowest 25% making learning gains (FCAT 2.0)		92%	93%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	21	37%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	27%	34%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	59	63%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	83%	Yes	75%
American Indian				
Asian				
Black/African American				
Hispanic	73%	86%	Yes	76%
White	74%	71%	Yes	77%
English language learners	57%	61%	Yes	61%
Students with disabilities				
Economically disadvantaged	73%	82%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	24%	25%
Students scoring at or above Achievement Level 4	93	50%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		83%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		90%	91%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		94%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	49%	51%
Students scoring at or above Achievement Level 4	31	43%	43%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	30%	33%
Students scoring at or above Achievement Level 4	25	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	370	75%	85%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	181	64%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	181	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	3	26%	30%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	2%	1%
Students who fail a mathematics course	14	5%	4%
Students who fail an English Language Arts course	9	3%	2%
Students who fail two or more courses in any subject	5	2%	1%
Students who receive two or more behavior referrals	32	12%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Please see our PIP.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school**

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Early Warning Systems for all students
- G2.** The number of school sponsored activities available for parental involvement will increase from 7 to 9.
- G3.** Seventh grade students taking Civics will demonstrate growth on the District Assessments by going from 38% proficient on the baseline to 48% on the Civics EOC.
- G4.** Students achieving at level 3 and above on the Reading FCAT 2.0 will increase by 3 percentage points from 76 percent proficient to 79 percent proficient. .
- G5.** Eighth grade students taking the Writing FCAT 2.0.
- G6.** Students scoring at achievement level 3 and above on the Math FCAT 2.0 will maintain at 83% proficient on the 2014 Math FCAT 2.0
- G7.** Middle School Acceleration
- G8.** Students Scoring at Achievement level 3 and above on the Algebra 1 EOC will increase by 2 percentage points going from 92% to 94% on the 2014 Algebra 1 EOC.
- G9.** Students Scoring at Achievement level 3 or above on the Geometry EOC will maintain at 100 percent achievement. Only one student took the Geometry EOC last year and scored a 5. This year 9 students are taking the Geometry EOC
- G10.** Students achieving at level 3 and above on the 8th grade Science FCAT 2.0 will increase by 4 percentage points from 57 percent proficient to 61 percent proficient.
- G11.** STEM related activities offered throughout the year will increase by 3 from 2 to 5 activities.

Goals Detail

G1. Early Warning Systems for all students

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Students who fail two or more courses in any subject will decrease by 1 percentage point from 2 percent to 1 percent.

Plan to Monitor Progress Toward the Goal

Improvement on students progress reports and report cards

Person or Persons Responsible

Counselor

Target Dates or Schedule:

Bi Quarterly

Evidence of Completion:

Less students failing courses at the end of the year

G2. The number of school sponsored activities available for parental involvement will increase from 7 to 9.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent organizations such as FIPA and PTSA

Targeted Barriers to Achieving the Goal

- Parents have expressed that the time in which school sponsored activities occurs makes it difficult for working parents to participate in school sponsored activities

Plan to Monitor Progress Toward the Goal

Increased parental participation at school sponsored activities

Person or Persons Responsible

Administration and Activities Director

Target Dates or Schedule:

At the end of the school year

Evidence of Completion:

Parent sign in sheets, parent feedback surveys

G3. Seventh grade students taking Civics will demonstrate growth on the District Assessments by going from 38% proficient on the baseline to 48% on the Civics EOC.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Model United Nations

Targeted Barriers to Achieving the Goal

- Seventh grade students taking the Civics EOC will increase by 20 percentage points when comparing the results of the District Mandated Baseline Assessment to the Baseline Post Test going from 38 to 58 percent proficient.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Students achieving at level 3 and above on the Reading FCAT 2.0 will increase by 3 percentage points from 76 percent proficient to 79 percent proficient. .

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Reading Plus
- FCAT 2.0 Practice Test

Targeted Barriers to Achieving the Goal

- Students achieving level 3 on the Reading FCAT 2.0 will increase by 2 percentage points from 31 percent proficiency to 33 percent proficient.

Plan to Monitor Progress Toward the Goal

Reading FCAT 2.0

Person or Persons Responsible

Teachers

Target Dates or Schedule:

April

Evidence of Completion:

Results of Reading FCAT 2.0

G5. Eighth grade students taking the Writing FCAT 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- myaccess.com

Targeted Barriers to Achieving the Goal

- Students scoring at achievement level 3.5 and above on the FCAT 2.0 Writing and above will increase by 4 percentage points from 63 percent proficient to 67 percent proficient

Plan to Monitor Progress Toward the Goal

Writing 2.0 FCAT

Person or Persons Responsible

MTSS/RiT leadership team

Target Dates or Schedule:

February

Evidence of Completion:

Results of Writing 2.0 FCAT

G6. Students scoring at achievement level 3 and above on the Math FCAT 2.0 will maintain at 83% proficient on the 2014 Math FCAT 2.0

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Manipulative and hands on activities.

Targeted Barriers to Achieving the Goal

- Students scoring at level 3 on the Math FCAT 2.0 will increase by 1 percentage point going from 24% to 25% on the 2014 Math FCAT 2.0.

Plan to Monitor Progress Toward the Goal

District Interim assessments FCAT 2.0

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule:

Fall Interim- October Winter Interim- January FCAT 2.0- April

Evidence of Completion:

Score reports Team Minutes

G7. Middle School Acceleration

Targets Supported

- Math (Elementary and Middle School, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- District PD

Targeted Barriers to Achieving the Goal

- Middle School performance on High School EOC will increase by 1 percentage point from 94% to 95%.

Plan to Monitor Progress Toward the Goal

District Interims Algebra 1 EOC

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule:

Fall Interim- October Winter Interim- January Algebra 1 EOC- May

Evidence of Completion:

Score reports Team meetings

G8. Students Scoring at Achievement level 3 and above on the Algebra 1 EOC will increase by 2 percentage points going from 92% to 94% on the 2014 Algebra 1 EOC.

Targets Supported

- Math (Elementary and Middle School)
- Algebra 1 EOC

Resources Available to Support the Goal

- Real world problems

Targeted Barriers to Achieving the Goal

- Students Scoring at Achievement level 3 on the Algebra 1 EOC will increase by 2 percentage points going from 49% to 51% on the 2014 Algebra 1 EOC.

Plan to Monitor Progress Toward the Goal

District Interims Algebra 1 EOC

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule:

Fall Interim- October Winter Interim- January Algebra 1 EOC- May

Evidence of Completion:

Score reports Team meetings

G9. Students Scoring at Achievement level 3 or above on the Geometry EOC will maintain at 100 percent achievement. Only one student took the Geometry EOC last year and scored a 5. This year 9 students are taking the Geometry EOC

Targets Supported

- Math (Elementary and Middle School)
- Geometry EOC

Resources Available to Support the Goal

- Real world problems

Targeted Barriers to Achieving the Goal

- Only one student took the Geometry EOC last year and scored a 5. This year 9 students are taking the Geometry EOC

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G10. Students achieving at level 3 and above on the 8th grade Science FCAT 2.0 will increase by 4 percentage points from 57 percent proficient to 61 percent proficient.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- CPO Science Lab Kits
- Gizmos
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Students achieving at level 3 on the Science FCAT 2.0 will increase by 3 percentage points from 30 percent proficient to 33 percent proficient.

Plan to Monitor Progress Toward the Goal

Monitor student progress on district mandated assessments Science Fair Expo

Person or Persons Responsible

MTSS/Rti Leadership Team

Target Dates or Schedule:

Interim Assessments: October & January Science FCAT 2.0 Science Fair: December

Evidence of Completion:

Summative: Science FCAT 2.0 Science Fair Expo Surveys

G11. STEM related activities offered throughout the year will increase by 3 from 2 to 5 activities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Fair, Fieldtrips, Robotics Clubs, PI day.

Targeted Barriers to Achieving the Goal

- Students lacked STEM related activities provided through school functions.

Plan to Monitor Progress Toward the Goal

Teacher observations Department Meetings

Person or Persons Responsible

NTSS/RtI Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Chat Logs Department Minutes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Early Warning Systems for all students

G1.B6 Students who fail two or more courses in any subject will decrease by 1 percentage point from 2 percent to 1 percent.

G1.B6.S1 The counselor will identify students in danger of failing a course at regular intervals throughout the year and offer these students guidance for success.

Action Step 1

Monitor students performance at time of progress reports and report cards

Person or Persons Responsible

The counselor

Target Dates or Schedule

Bi - Quarterly

Evidence of Completion

Probation Meeting Log

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Monitor the probation meeting logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Probation Log

Plan to Monitor Effectiveness of G1.B6.S1

Less students failing courses

Person or Persons Responsible

Administration and the school counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

A decrease in the amount of students being placed on probation

G2. The number of school sponsored activities available for parental involvement will increase from 7 to 9.

G2.B1 Parents have expressed that the time in which school sponsored activities occurs makes it difficult for working parents to participate in school sponsored activities

G2.B1.S1 The school vary at the time in which school sponsored activities are offered to allow parents with various schedules to attend.

Action Step 1

Offer activities at various times (early morning, evening, during the school day)

Person or Persons Responsible

Administration, the Activities Director, and the School Parent Organizations (FIPA, PTSA)

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Master Calendar, School Website, Connect ED phone calls

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

Ensure that school sponsored activities are being offered at various times

Person or Persons Responsible

Administration

Target Dates or Schedule

Whenever there is an activity

Evidence of Completion

Master Calendar

Plan to Monitor Effectiveness of G2.B1.S1

The school will offer activities at times convenient for parents

Person or Persons Responsible

Activities Director, PTSA President, FIPA President

Target Dates or Schedule

After each activity

Evidence of Completion

Parent sign in sheets

G3. Seventh grade students taking Civics will demonstrate growth on the District Assessments by going from 38% proficient on the baseline to 48% on the Civics EOC.

G3.B1 Seventh grade students taking the Civics EOC will increase by 20 percentage points when comparing the results of the District Mandated Baseline Assessment to the Baseline Post Test going from 38 to 58 percent proficient.

G3.B1.S1 Emphasizes research-based activities on various issues impacting the world community

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Students achieving at level 3 and above on the Reading FCAT 2.0 will increase by 3 percentage points from 76 percent proficient to 79 percent proficient. .

G4.B2 Students achieving level 3 on the Reading FCAT 2.0 will increase by 2 percentage points from 31 percent proficiency to 33 percent proficient.

G4.B2.S1 Open computer labs in the morning and after school for students who do not have Internet access at home to use Reading Plus. Make computers available during morning and after school tutoring.

Action Step 1

Two 45 minutes Reading Plus sessions

Person or Persons Responsible

Language Arts/Reading Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher will monitor student data weekly on Reading Plus through generated reports.

Facilitator:

Participants:

Language Arts/Reading Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Immediate reports will be sent directly to administration showing student participation by teacher/class.

Person or Persons Responsible

MTSS/RtI leadership team/Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Reports and data

Plan to Monitor Effectiveness of G4.B2.S1

Login sheet/usage chart

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Usage charts showing time of access

G5. Eighth grade students taking the Writing FCAT 2.0.

G5.B1 Students scoring at achievement level 3.5 and above on the FCAT 2.0 Writing and above will increase by 4 percentage points from 63 percent proficient to 67 percent proficient

G5.B1.S1 Open computer labs in the morning and after school for students who do not have Internet access at home to use the My Access Writing Program. Make computers available during before and after school tutoring.

Action Step 1

online essays

Person or Persons Responsible

Language Arts/Writing Teachers

Target Dates or Schedule

daily

Evidence of Completion

Teacher will monitor students data on myaccess.com through generated reports.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Immediate reports will be sent directly to MTSS/RiT leadership team showing student participation.

Person or Persons Responsible

MTSS/RiT leadership team/Department Chair

Target Dates or Schedule

daily

Evidence of Completion

Reports and data

Plan to Monitor Effectiveness of G5.B1.S1

myaccess.com sessions, FCAT 2.0 Writing practice

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Reports of student completion of myaccess.com sessions, mid-year 2014 FCAT 2.0 Writing results

G6. Students scoring at achievement level 3 and above on the Math FCAT 2.0 will maintain at 83% proficient on the 2014 Math FCAT 2.0

G6.B1 Students scoring at level 3 on the Math FCAT 2.0 will increase by 1 percentage point going from 24% to 25% on the 2014 Math FCAT 2.0.

G6.B1.S1 The teacher will utilize manipulatives and hands on activities to develop and reinforce mathematical skills

Action Step 1

Use hands on activities and manipulatives

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Daily

Evidence of Completion

observations

Facilitator:

Miami Dade County

Participants:

Mathematics Teacher

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Observe teacher lessons

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

monthly

Evidence of Completion

Observation logs and reports Team Meeting Minutes

Plan to Monitor Effectiveness of G6.B1.S1

Teacher Generated assessments and observations

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Team Minutes Student grade reports

G7. Middle School Acceleration

G7.B1 Middle School performance on High School EOC will increase by 1 percentage point from 94% to 95%.

G7.B1.S1 Low performing students will be placed in an Intensive Algebra 1 Class

Action Step 1

Schedule low performing 8th graders with an intensive Algebra class

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule

Start of School year

Evidence of Completion

Student Schedules

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Low performing students are placed in an intensive algebra class

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Beginning of School year

Evidence of Completion

Student schedules

Plan to Monitor Effectiveness of G7.B1.S1

Teacher generated Assessments Observations

Person or Persons Responsible

Intensive Algebra Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Score reports Team meetings

G8. Students Scoring at Achievement level 3 and above on the Algebra 1 EOC will increase by 2 percentage points going from 92% to 94% on the 2014 Algebra 1 EOC.

G8.B1 Students Scoring at Achievement level 3 on the Algebra 1 EOC will increase by 2 percentage points going from 49% to 51% on the 2014 Algebra 1 EOC.

G8.B1.S1 Teachers will implement problem solving strategies with students to solve real world application problems.

Action Step 1

implement problem solving strategies

Person or Persons Responsible

Algebra Teacher

Target Dates or Schedule

daily

Evidence of Completion

team meetings observations

Facilitator:

Miami Dade County

Participants:

Algebra Teacher

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Observation team meetings

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Observation logs Team meeting minutes

Plan to Monitor Effectiveness of G8.B1.S1

Teacher generated test Observations

Person or Persons Responsible

Algebra teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Score reports Team meetings

G10. Students achieving at level 3 and above on the 8th grade Science FCAT 2.0 will increase by 4 percentage points from 57 percent proficient to 61 percent proficient.

G10.B1 Students achieving at level 3 on the Science FCAT 2.0 will increase by 3 percentage points from 30 percent proficient to 33 percent proficient.

G10.B1.S1 Students will be provided with more opportunities for hands on activities and labs related to physical science content. Students will participate in the school wide science fair requiring them to apply the "Scientific Method", read data tables, and analyze charts.

Action Step 1

Investigative Labs Virtual Labs

Person or Persons Responsible

The 8th grade Science Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lab Reports CER (Claim, Evidence, Reasoning)

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Monitor implementation labs Provide science teacher with necessary resources to conduct labs

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Team Meeting Minutes Observation Logs Lab Reports

Plan to Monitor Effectiveness of G10.B1.S1

Teacher made assessments Teacher Observations Student Feedback Data Chats

Person or Persons Responsible

8th Grade Science Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Assessment Results Observation Logs Exit Slips & Student Surveys

G11. STEM related activities offered throughout the year will increase by 3 from 2 to 5 activities.

G11.B1 Students lacked STEM related activities provided through school functions.

G11.B1.S1 The school will provide a robotics club, more STEM related fieldtrips, science fair and PI day.

Action Step 1

Robotics club

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Club minutes

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Teacher observations Head of department meetings Supervision of school wide science fair

Person or Persons Responsible

Math and Science Head of Department

Target Dates or Schedule

Monthly

Evidence of Completion

Chat logs Department minutes Parents and students surveys

Plan to Monitor Effectiveness of G11.B1.S1

Robotics Club

Person or Persons Responsible

Math and Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Club meetings

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I: Title I funds will be used to implement a before and after school tutoring program for students needing assistance in mathematics, reading, and science as well as "homework" help. Additional technology will be purchased to help meet the needs of our low performing students. The National School Lunch will continue to provide students on Free/Reduced lunch at an either Free or Reduced Rate.

Title III: Title III funds are used to supplement and enhance the program for English Language Learner (ELL) by providing funds to implement and/or provide:

- *Tutorial Programs (K-12)
- *Parent outreach activities (K-12)
- *Professional development on best practices for ESOL and content area teachers
- *Coaching and mentoring for ESOL and content area (K-12)
- *Reading and supplementary instructional materials
- *Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students

Nutrition Programs:

International Studies Charter Middle School offers the National School Lunch Program. We also offer school breakfast. A school wellness plan is in place and is monitored by our physical education teacher, Mr. Mitat and the EESAC that sponsors activities throughout the years to encourage, promote, and facilitate a healthy lifestyle and healthy choices. Throughout the year, our students, teachers, and parents participate in walkathons and other community sponsored activities promoting wellness.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G4. Students achieving at level 3 and above on the Reading FCAT 2.0 will increase by 3 percentage points from 76 percent proficient to 79 percent proficient. .

G4.B2 Students achieving level 3 on the Reading FCAT 2.0 will increase by 2 percentage points from 31 percent proficiency to 33 percent proficient.

G4.B2.S1 Open computer labs in the morning and after school for students who do not have Internet access at home to use Reading Plus. Make computers available during morning and after school tutoring.

PD Opportunity 1

Two 45 minutes Reading Plus sessions

Facilitator

Participants

Language Arts/Reading Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Teacher will monitor student data weekly on Reading Plus through generated reports.

G6. Students scoring at achievement level 3 and above on the Math FCAT 2.0 will maintain at 83% proficient on the 2014 Math FCAT 2.0

G6.B1 Students scoring at level 3 on the Math FCAT 2.0 will increase by 1 percentage point going from 24% to 25% on the 2014 Math FCAT 2.0.

G6.B1.S1 The teacher will utilize manipulatives and hands on activities to develop and reinforce mathematical skills

PD Opportunity 1

Use hands on activities and manipulatives

Facilitator

Miami Dade County

Participants

Mathematics Teacher

Target Dates or Schedule

Daily

Evidence of Completion

observations

G8. Students Scoring at Achievement level 3 and above on the Algebra 1 EOC will increase by 2 percentage points going from 92% to 94% on the 2014 Algebra 1 EOC.

G8.B1 Students Scoring at Achievement level 3 on the Algebra 1 EOC will increase by 2 percentage points going from 49% to 51% on the 2014 Algebra 1 EOC.

G8.B1.S1 Teachers will implement problem solving strategies with students to solve real world application problems.

PD Opportunity 1

implement problem solving strategies

Facilitator

Miami Dade County

Participants

Algebra Teacher

Target Dates or Schedule

daily

Evidence of Completion

team meetings observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G4. Students achieving at level 3 and above on the Reading FCAT 2.0 will increase by 3 percentage points from 76 percent proficient to 79 percent proficient. .

G4.B2 Students achieving level 3 on the Reading FCAT 2.0 will increase by 2 percentage points from 31 percent proficiency to 33 percent proficient.

G4.B2.S1 Open computer labs in the morning and after school for students who do not have Internet access at home to use Reading Plus. Make computers available during morning and after school tutoring.

Action Step 1

Two 45 minutes Reading Plus sessions

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed