International Studies Charter High School

2021-22 Schoolwide Improvement Plan

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International Studies Charter High School

2480 SW 8TH ST, Miami, FL 33135

http://ischs.dadeschools.net

Demographics

Principal: Alina Lopez

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (88%) 2017-18: A (85%) 2016-17: A (83%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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2480 SW 8TH ST, Miami, FL 33135

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Lopez, Alina	Principal	Mrs. Alina Lopez is the school's principal. She is responsible for the daily operations and budget of the school. She also oversees the implementation of curriculum by the faculty, and keeps a keen eye on data trends in the school. In her capacity as the school's leader she meets on a regular basis with her administrative team to discuss school, personnel, and/or stakeholder concerns.
Perez, Elizabeth	ELL Compliance Specialist	Ms. Elizabeth Perez serves as administrative support. She oversees school discipline. She is also the school testing chairperson and ELL program coordinator. As a result of her varied roles, she works closely with the faculty in several capacities: to support their disciplinary efforts, to train and oversee them in administering state and national examinations, and to provide them with strategies to support the school's ELL population.
Quintana, Veronica	Administrative Support	Ms. Veronica Quintana is our Administrative Assistant. She is the principal's "right hand" in overseeing the day-to-day at the school. She oversees the instructional leader of each content area, as well as the school's administrative support and student services team. She is directly responsible for ensuring that the school remains in compliance with all district, state, and federal guidelines.
Ball-Llovera, Kelly	Instructional Coach	Mrs. Kelly Ball-llovera is the school's instructional coach. She meets regularly with teachers to offer instructional support, strategies, and provide curriculum resources. She also meets with department instructional leaders to ensure department goals are being met and reviews department data trends with teachers. Ms. Ball-llovera assists teachers with designing instructional decisions based on assessment data and utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school.
Davalos, Javier	Teacher, K-12	Mr. Javier Davalos is the English Language Arts department instructional leader. He works closely with English Language Arts department teachers to ensure department goals are met and provide resources. He also reviews the English Language Arts data trends and curriculum resources needed for the department, and ensures proper implementation of teaching strategies to support learners at all levels.
cobo, jose	Teacher, K-12	Mr. Jose Cobo is the Mathematics instructional leader (department chairperson). He works closely with math department teachers to ensure department goals are met. He also reviews school data trends and curriculum needs for the department, and sees to the proper implementation of teaching strategies to support learners at all levels.

Demographic Information

Principal start date

Thursday 7/1/2021, Alina Lopez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

408

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Date this data was collected or last updated

Friday 9/17/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	102	107	110	89	408
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	4	5	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	3	4	0	1	8

The number of students with two or more early warning indicators:

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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	102	107	110	89	408
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	4	5	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	3	4	0	1	8

The number of students with two or more early warning indicators:

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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				90%	59%	56%	93%	59%	56%
ELA Learning Gains				71%	54%	51%	61%	56%	53%
ELA Lowest 25th Percentile				83%	48%	42%	73%	51%	44%
Math Achievement				93%	54%	51%	93%	51%	51%
Math Learning Gains				81%	52%	48%	79%	50%	48%
Math Lowest 25th Percentile				82%	51%	45%	92%	51%	45%
Science Achievement				87%	68%	68%	75%	65%	67%
Social Studies Achievement				100%	76%	73%	94%	73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	85%	55%	30%	55%	30%
Cohort Comparison						
10	2021					
	2019	89%	53%	36%	53%	36%
Cohort Comparison		-85%				

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

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	82%	68%	14%	67%	15%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	100%	71%	29%	70%	30%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	80%	63%	17%	61%	19%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	54%	39%	57%	36%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring data utilized for English Language Arts was PMRN-FAIR 2020-2021 data for the fall and winter. All content area progress monitoring data provided for the spring was the FSA and state assessments 2020-2021 data.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	76%	66%	84%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			79%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			67%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	84%	80%	82%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			74%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	82%	79%	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students		65%	86%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	95%	85%	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL	58	77	86	57	41	55	55	67		100	100
HSP	87	61	74	80	37	52	76	90		94	100
WHT	88	76		80			70	81		91	95
FRL	84	61	68	80	40	60	71	91		96	99

2019 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 2017-18	C & C Accel 2017-18
ELL	76	72	78	93	93	92	85	100		97	86
HSP	92	72	88	94	80	83	86	100		99	92
WHT	82	69	75	84	86		88	100		100	100
FRL	91	73	87	95	84	85	86	100		100	90
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	78	63	62	94	89			92		93	92
HSP	92	61	74	95	76	93	77	95		97	90
WHT	95	63	77	86	91	90		96		100	95
FRL	93	60	74	93	76	93	73	95		97	92

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	86
Total Points Earned for the Federal Index	834
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across all grade levels, the school outperformed the district and state. According to the 2018 and 2019 subgroup data, there was an increase in most subgroups.The subgroup that showed a significant decrease from 2018 to 2019 was the white ELA achievement subgroup. From 2018 to 2019, there was a decrease of 13 percentage points. In addition, the hispanic math learning gains also dropped l0 percentage points in 2019. Based on previous state assessment data, ELA gains has been the school's lowest data component for the past few years. After being targeted between 2017-2020, the data was trending upwards (demonstrating increasing levels of learning gains in ELA). However, in 2020-2021 ELA learning gains dropped from a 77% to a 65%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 state testing data, the data shows that ELA learning gains category was the school's lowest performance area at 77%. Although there was an increase in learning gains from 61% in 2018 to 71% in 2019 it was still an opportunity for improvement. Based on the 2020-2021 data, there was a decrease in learning gains from 71% to 63%. Overall, the school has maintained a strong performance in ELA achievement consistently throughout the years. In 2020, the lowest performance area overall was in math learning gains category at 52%. There was a decrease in learning gains from 81% in 2019 to 37% in 2021. The school will also focus on increasing the percentage of students achieving mastery from the lowest 25 percentile in mathematics. Based on previous state assessment data, there was a drop of 30 percentage points (from 82% to 52%) in this population.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There were multiple contributing factors to the ELA and math learning gains categories dropping. The COVID-19 pandemic made it increasingly difficult to scaffold/target the students that needed targeted intervention. There were also changes in instructional personnel which contributed to IXL not being implemented with fidelity throughout the school year. Throughout the school year, the ELA and math departments will meet on a regular basis to review and assess data trends across assessments and learning tools to ensure consistency and fidelity. Lastly, there were no external motivational tools implemented to ensure student engagement with online components.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on 2019 state testing data, Science Achievement was the area of greatest improvement. There was an increase of 12 percentage points between tested years (from 75% in 2018 to 87% in 2019). Although there was a decrease in Science Achievement of 12 percentage points between tested years (from 2019 87% to 75% in 2021. In 2020, the data component that showed the most improvement was in high school acceleration. There was an increase of 3 percentage points between tested years (from 94% in 2019 to 99% in 2021).

What were the contributing factors to this improvement? What new actions did your school take in this area?

One of the contributing factors to the high school acceleration was the school counselor that provided consultation in the identification of gifted and talented students when appropriate through the use of districtwide and academic student performance. The school counselor also assisted in identifying high school students for dual enrollment opportunities through Doral College and/or Miami Dade College as well as Advanced Placement courses. The ISCHS acceleration programs are designed to shorten the path to a traditional 4-year college degree by providing opportunities for students to begin earning college credits as early as in our middle school. AP teachers attended PLC's and professional developments to review and discuss best practices for these courses. Industry certifications are earned through career and and technical education programs and courses such as Adobe Photoshop and Microsoft. High school students are encouraged by teachers and the school counselor to focus their elective credits on robust, career-aligned learning pathways.

What strategies will need to be implemented in order to accelerate learning?

Several strategies should be implemented to accelerate learning. First, monitoring online programs such as IXL with fidelity to ensure effective use of program. Second, walkthroughs should be conducted to support teachers. Walkthroughs should provide specific feedback with strengths as well as opportunities for improvement. Specifically, data-informed instruction should be evident during walkthroughs. Additionally, after-school tutoring will be offered to strengthen and support academic skills. This year, the school will develop engagement strategies such as a reward system for both teachers and students to encourage the use of IXL.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Professional Learning Support Team developed whole-group professional development workshops aligned to IXL, data-driven, and engagement strategies in the beginning and middle of the school year. Teachers will continue to use what they have learned to continue to inform their instruction using IXL and state-wide assessment data. Administration will also conduct walkthroughs with specific feedback from October to February before state testing begins. Instructional leaders will meet with their departments and review data as a team throughout the school year. Additionally, teachers will visit their colleagues during their planning periods. This will allow teachers to see how the same (or different) lessons are being delivered. Scheduled leadership team meetings will be held to discuss exemplary teaching practices, effectiveness of interventions, and progress monitoring.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

After school tutoring and incentive programs will be offered throughout the school year. Informal as well as formal observations will be conducted throughout the year to provide instructional support and coaching. Instructional leaders will meet to review the incentives, data, and engagement strategies are being implemented and discuss how to increase their efficacy.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The school will focus on increasing the percentage of students achieving mastery from the lowest 25 percentile in mathematics. Based on previous state assessment data, there was a drop of 30 percentage points (from 82% to 52%) in this population. In addition, the mathematics department has observed an overall decrease in the use of practice/ monitoring tools, such as IXL by this same demographic. This negatively impacts overall student achievement in mathematics throughout high school, and increases the likelihood that a student will fail a mathematics course. In fact, the highest number of course failures in the high school were in mathematics courses.
Measurable Outcome:	The school plans to increase mathematics achievement of the lower quartile from 52% to at least 60%. Concurrently, the school plans to see an increase of 8 percentage points (when compared to last year's data among the lower 25th percentile on use of the practice tool IXL to support student learning.
Monitoring:	Department will meet monthly to review data results from IXL. Data chats with students will also be implemented.
Person responsible for monitoring outcome:	jose cobo (jcobo@ischs.net)
Evidence-based Strategy:	The mathematics department will utilize IXL practices and diagnostics to support all students in math. The program provides specialized reports which can highlight the lowest performing students, track their progress over time, and identify specific problem areas within a math subject. In addition, the teachers will receive training on differentiated instruction to better meet the needs of all learners.
Rationale for Evidence-based Strategy:	IXL is a thoroughly vetted and reliable support tool for teachers and students. When implemented and used with fidelity, it supports instruction and can lead to direct improvements in student performance. Furthermore, the program generates student specific and whole class data, which helps the teacher plan targeted lessons to address trouble areas in mathematics. The success and effectiveness of differentiated instruction is well-documented. Utilizing varied instructional techniques should help students at all levels better grasp material and demonstrate their learning on assessments.

Action Steps to Implement

The Mathematics department will train on the effective use of IXL tools and diagnostics at the start of the school year. They will meet monthly (at minimum) to discuss their data findings and review the diagnostic tool and adjust instruction as needed.

Person Responsible	jose cobo (jcobo@ischs.net)

The instructional coach will review math department lesson plans and conduct classroom walkthroughs to ensure that differentiated instruction and the i-Ready program are being implemented in all math classes with fidelity.

Person Responsible	Kelly Ball-Llovera (kmaes@ischs.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA Learning Gains are a primary area of focus as it has consistently been a lower performing component for several years. Given that many state and national examinations are data-based, strengthening student performance on the ELA exams (and specifically learning gains) can support student learning and performance across all disciplines to some extent. As such, the school will focus on the skills involved in this area to boost student achievement.
Measurable Outcome:	The school aims to increase ELA Learning Gains by at least four percentage points, from 63% to 66%.
Monitoring:	The English Language Arts department leader will analyze and discuss data at department meetings. Data chats with students will also be implemented.
Person responsible for monitoring outcome:	Javier Davalos (jdavalos@ischs.net)
Evidence-based Strategy:	The teachers will receive training in differentiated instruction. Armed with these techniques, the teachers will be better equipped to target and address student needs to support all learners. Beyond this, there is a school-wide initiative to have writing across the curriculum throughout the school year. Prior to the commencement of the school year, assigned department members (overseen by the principal and Mr. Davalos) have trained the faculty on writing and critical reading strategies as applicable in all subject areas.
Rationale for Evidence-based Strategy:	The effectiveness of differentiated instruction is well documented (if implemented with fidelity), and can provide all learners a path to academic achievement. Finally, given the increasing amounts of evidence-based reading on ELA assessments, focusing on writing across all curriculum encourages students to think about all disciplines critically as they write. This initiative will support the teaching strategies of the English department and reinforce the skills students are taught in their English classes. Writing requires critical thinking and analysis of source material, which can lead to stronger reading and writing performance.

Action Steps to Implement

The ELA instructional leader will analyze and discuss data with the department at department meetings. Together, they will identify student areas of concern/need, and work on targeting lessons to support student learning/achievement.

Person Responsible	Javier Davalos (jdavalos@ischs.net)

The instructional coach will review ELA department lesson plans and conduct classroom walkthroughs to ensure that differentiated instruction and the i-Ready program are being implemented in all ELA classes with fidelity.

Person Responsible	Kelly Ball-Llovera (kmaes@ischs.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

International Studies Charter School has been categorized with a "very low" overall ranking when compared to all schools in Florida. The school incident ranking number is 88 out of 505 schools. ISCS incident rank data details shows that the school ranked "very low" for property and violent incidents. In addition, the school incident rank data details also displays that ISCS ranked "middle" for drug/public order incidents, specifically tobacco. As part of the school discipline plan, administration and security will conduct frequent safety checks to ensure that facilities are being utilized appropriately. Administration and staff will continue to monitor suspicious student activity to ensure that students understand that the use of tobacco products are not tolerated.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Parents, family, and community members play an essential role in the success at International Studies Charter School (ISCS). They are welcomed into our school with an orientation prior to the start of our school year. The orientation serves as a primer for explaining our school's history, culture, mission, and vision. The parents meet our administrative team and faculty and set yearly goals. Student ambassadors and several staff members also attend and answer any questions parents may have about the school.

Further, the Parent-Teacher-Student Organization (PTSO) and the partner consulate organizations (French, Italian, Spanish) join to support the school. If a parent cannot attend orientation, or are unable to join PTSO, they can check the school website for updates, as well as our other social media channels to receive updates from the school. These channels are frequently updated and parents are always encouraged to join.

When a student joins the ISCS family, they become part of a strong culture of a teachers who provide "in-house" tutoring for free in all disciplines. Students, parents, and teachers who feel that a child needs emotional support has access to guidance counselors when needed. ISCS will also implement a social-emotional learning curriculum. During our homeroom block, students participate in various character education activities. The social-emotional learning curriculum will support character traits that our school want to further develop in our students and will engage students in college and career readiness activities. In addition, the ISCS employs a full-time college advisor who assists families in navigating dual enrollment opportunities, college applications, financial aid, and scholarships. ISCS will continue to offer SAT and ACT Prep courses, as well as a college readiness courses to aid in preparing students for the different types of

assessments including, but not limited to PSAT, SAT, ACT, and EOC's.

ISCS also has strong community connections. The school works closely with two college partners (Miami Dade College and Doral College) to offer students dual enrollment opportunities, as well as access to cultural/academic extracurricular activities. ISCS partakes in various events open to families and the community, for example, the Hispanic Heritage Expo, Italian Heritage Expo, French Heritage Expo, Taste of Diversity Bash, Honor Roll Breakfast, and the Sixth & Twelfth Grade Breakfast. Other extracurricular clubs, such as the National Junior Honor Society, National Honor Society, Science National Honor Society, Green Club, Student Government Association, and Key Club, provides opportunities for students to lead a variety of community service projects. Student services will provide students with the opportunity to attend College Tours virtually to aid in promoting post-secondary studies. These events will continue to take place per CDC guidelines.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

ISCS teachers promote a positive school culture within their classrooms. They ensure that students are learning in a safe space while fostering a nurturing classroom environment. ISCS teachers also utilize professional learning opportunities as a powerful tool to promote a positive school culture.The Parent-Teacher-Student Organization (PTSO) and the partner consulate organizations (French, Italian, Spanish) join to support the school through activities and recognition. Instructional leaders build inclusive teams amongst their teachers and transform school culture by facilitating collaboration and encouraging innovation among their departments. The Leadership Team promotes a positive school culture and environment at ISCS by building relationships with parents, students, staff, and community stakeholders. At ISCS, we have a student-centered school culture. School leaders strategically provide opportunities for student leadership opportunities and engage students in various non-traditional roles. School data is utilized to develop service learning clubs that enhances students' social and leadership skills. Students participate in various school functions and support each other throughout the year.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6500	500-Materials and Supplies	7007 - International Studies Charter			$5,000.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400		7007 - International Studies Charter	Other		$5,000.00
					Total:	$10,000.00