

Miami-Dade County Public Schools

International Studies Charter Middle School



2022-23 Schoolwide Improvement Plan

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International Studies Charter Middle School

2480 SW 8TH ST, Miami, FL 33135

<http://ischs.dadeschools.net>

Demographics

Principal: Alina Lopez

Start Date for this Principal: 9/19/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2021-22 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	2021-22: A (78%) 2018-19: A (86%) 2017-18: A (80%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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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International Studies Charter Middle School

2480 SW 8TH ST, Miami, FL 33135

<http://ischs.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	77%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

N/A

SIP Authority

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Quintana, Veronica	Assistant Principal	Ms. Veronica Quintana is our assistant principal. 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.
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.
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.
Santiago, Joaquin	Teacher, K-12	Mr. Joaquin Santiago is the Science department instructional leader. He works closely with Science department teachers to ensure department goals are met and provide resources. He also reviews the Science data trends and

Name	Position Title	Job Duties and Responsibilities
		curriculum resources needed for the department, and ensures proper implementation of teaching strategies to support learners at all levels.
Taks, David	Teacher, K-12	Mr. David Taks is the Social Studies department instructional leader. He works closely with Social Studies department teachers to ensure department goals are met and provide resources. He also reviews the Social Studies data trends and curriculum resources needed for the department, and ensures proper implementation of teaching strategies to support learners at all levels.

Demographic Information

Principal start date

Monday 9/19/2022, Alina Lopez

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

3

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

314

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Monday 9/19/2022

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	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	

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	0	0	
Attendance below 90 percent			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	
Course failure in ELA			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	
Level 1 on 2019 statewide FSA ELA assessment			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	
Number of students with a substantial reading deficiency			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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%	55%	50%				94%	58%	54%
ELA Learning Gains	68%						77%	58%	54%
ELA Lowest 25th Percentile	73%						78%	52%	47%
Math Achievement	88%	43%	36%				95%	58%	58%
Math Learning Gains	79%						84%	56%	57%
Math Lowest 25th Percentile	85%						84%	54%	51%
Science Achievement	64%	54%	53%				87%	52%	51%
Social Studies Achievement	95%	64%	58%				97%	74%	72%

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
06	2022					
	2019	84%	58%	26%	54%	30%
Cohort Comparison						
07	2022					
	2019	84%	56%	28%	52%	32%
Cohort Comparison		-84%				
08	2022					
	2019	97%	60%	37%	56%	41%
Cohort Comparison		-84%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	84%	58%	26%	55%	29%
Cohort Comparison						
07	2022					
	2019	85%	53%	32%	54%	31%
Cohort Comparison		-84%				
08	2022					
	2019	99%	40%	59%	46%	53%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	85%	43%	42%	48%	37%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	73%	17%	71%	19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	63%	36%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL	71	61	68	81	84	90	42	89	67		
HSP	83	69	74	88	80	89	64	93	66		

2022 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 2020-21	C & C Accel 2020-21
WHT	91	61	67	88	72	75	59	100	76		
FRL	82	65	72	88	83	88	59	94	74		
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	74	68	68	78	55	61	53	82	57		
HSP	83	64	65	84	53	57	71	82	72		
WHT	78	66	67	83	50	64	68	79	73		
FRL	84	67	71	83	49	56	70	79	72		
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	85	68	71	92	72	79	74	89	75		
HSP	93	76	76	96	86	88	88	96	75		
WHT	93	85	81	89	77	75	92		96		
FRL	92	73	74	94	82	83	87	96	75		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	78
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	
Total Points Earned for the Federal Index	706
Total Components for the Federal Index	9
Percent Tested	99%
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%	0

English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	78
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2021 and 2022 data components, there was an increase in all the core content areas in almost all components except for eighth grade Science and middle school Biology. Based on the Statewide Science Assessment results for 8th grade Science from 2021-2022, it fell 11% to a 49% passing rate. The area in which the school has identified as a critical need based on data is the ELL subgroups' learning gains in ELA and Science as well as sixth grade Math (5% decrease). When comparing ELL subgroup to the previous school year there was a decrease in ELA learning gains of 7% and Science a decrease of 11% from the previous school year. However, no subgroup was below the federal index. Based on 2021 and 2022 state testing data, the data components with the greatest improvement were ELA achievement, ELA learning gains, ELA lowest 25th percentile, Math achievement, Math learning gains, Math lowest 25th percentile, and Social Studies achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2019, 2021, and 2022 state testing data, Science Achievement was the area of greatest need for improvement. There was a decrease from 2019 to 2021 of 17% and a decrease from 2021 to 2022 of 6%. The target area of focus is eighth grade Science based on the 2021-2022, which fell 11% to a 49% passing rate. Although there was a decrease in Science Achievement, eighth grade Science and middle school Biology students still outperformed the state and district.

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 eighth grade Science, English Language Arts and Math ELL achievement categories dropping. Lingering effects of the COVID-19 pandemic made it increasingly difficult to scaffold/target the students that needed targeted intervention. There were also changes in instructional personnel throughout the school year. Throughout the school year, the Science, English Language Arts 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. In order to address the need for improvement, new teachers are being supported with their department, mentor/mentee program, peer review of teaching practices, and tools to generate better outcomes for our students. Lastly, the leadership team will continue external motivational tools implemented last year and provide academic resources to ensure all subgroups succeed.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on 2021 and 2022 state testing data, the data components with the greatest improvement were ELA achievement, ELA learning gains, ELA lowest 25th percentile, Math achievement, Math learning gains, Math lowest 25th percentile, and Social Studies achievement. The ELA achievement increased 2 percentage points from 83% in 2021 to 85% in 2022. The Math achievement increased 4 percentage points from 84% in 2021 to 88% in 2022. ELA learning gains increased by 3% and Math learning gains by 27% from 2021. In addition, the ELA lowest 25th percentile increased by 7% and our Math lowest 25th percentile increased by 27%. The Social Studies achievement also saw an increase by 13% from 2021. The data component that demonstrated the most improvement was math learning gains showing a 27% increase.

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

During the 2022 school year, there were several contributing factors to these areas of improvement. Data chats and progress monitoring were reviewed periodically with teachers and students. Additional factors, were the implementation of online components, focus calendars to review lowest standards, tutoring, and pull-out intervention with paraprofessionals were done with students in the lowest 25th percentile, this individualized and additional support helped these students tremendously. The ELA department provided the students with a writing workshop aiding students to gain power and strengthen their writing process. In Math and ELA, students were given incentives for utilizing the i-Ready program with fidelity and monitoring growth.

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 Performance Matters, i-Ready, Achieve 3000, and Imagine Learning 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 and word walls should be evident during walkthroughs. Additionally, pull-out and 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 online programs.

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 WIDA standards, Planbook lesson planning, the ISCS mentor/mentee program, i-Ready, Performance Matters, data-driven instruction, professional learning communities by departments, and ELL 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 USA Test Prep, i-Ready, Performance Matters, Achieve 3000, and Imagine Learning, and state-wide assessment data. Administration will also conduct walkthroughs with specific feedback from October to February before state testing begins. Department heads 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 and will have opportunities for peer review of teaching through observations. 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, data-driven instruction and ELL engagement strategies are being implemented and discuss how to increase their efficacy.

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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). ISCS maintains a positive philosophy and well-structured support system with support from the administration. Students remain the top priority, but faculty and staff are also well supported by the administration. Our teachers are provided research-based, content specific professional developments and professional learning communities that create a positive learning environment focused on growth and challenging curriculum. ISCS teachers are provided opportunities to give feedback in school initiatives at various meetings. Parents and students 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), EESAC committee, 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 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. 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, F.A.S.T. and EOC's.

In addition, ISCS has a merit system that rewards students not only for academic excellence, but also for displaying positive qualities such as leadership, responsibility, and service. ISCS also has numerous awards to recognize the students that excel in giving back to the community and facing challenging subjects

such as the Advance Placement program.

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.

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

All school stakeholders work together as a team with the common goal of making our student body succeed. 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. Our teachers are up-to-date with their professional development in order to provide the best education that we can give the students based on research-based practices. The Parent-Teacher-Student Organization (PTSO), EESAC committee, 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. This school year has implemented a teacher mentoring program to work collaboratively as valued team members and enhance the school climate. 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-led leadership incentives and engage students in various non-traditional roles. Students participate in various school functions and support each other throughout the year.