International Studies Charter Middle School

2014-15 School Improvement Plan

International Studies Charter Middle School

2480 SW 8TH ST, Miami, FL 33135

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	64%

Alternative/ESE Center	Charter School	Minority
No	Yes	73%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of International Studies Charter Middle School is to cultivate our students' capacity for life-long learning in a globally interdependent society, as we engage in developing skills essential for their success in the 21st century, integrating technology and research-based teaching practices into our teaching.

Provide the school's vision statement

The vision of International Studies Charter Middle School is to serve the needs of our community by offering a unique multi-lingual, multi-literate, and multi-cultural curriculum, providing internationally-focused educational experiences that promote the value of cultural diversity, preparing students to develop second and third language proficiency, and enhancing their intellectual and ethical foundations to prepare for success in career and lifestyle choice. Students will have an opportunity to study French, Italian, and Spanish using curricula provided by the ministries of education of the various countries.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

On the first day of school, a school wide ice breaker is given to students in all homeroom classes to find out about students cultural background and experiences in the United States. Teachers use this information to pair students throughout the year. We also identify a parent liaison for each of the prominent communities within our school (French, Italian and Spanish). The liaison's contact information is provided to families who are new to the school. Student service personnel also host various foreign parent information evenings to address school and graduation requirements that are new to foreign parents. International Studies is truly an "International" school. Our student body represents over 38 countries all over the world. Several parent organizations are active within our school to build and foster relationships between teachers, parents, and students. The Parent, Teacher, Student Association (PTSA), the French International Parents Association (FIPA), the Spanish International Parents Association (SIPA), and the Italian International Parents Association (IIPA) participate and contribute to the various school activities and events. One of our annual international events is the "Taste of Diversity." At this event, faculty, staff, parents, students, teachers and community partners contribute a dish from their respective nation. Food tables are organized by continents and everyone has an opportunity to sample traditional dishes from all over the world. Student organizations such as the French, Italian and Spanish Club also contribute to this event by performing traditional songs and dances from their respective country. This is one of many events sponsored at the school to build and strengthen relationships between all stakeholders at International Studies.

Describe how the school creates an environment where students feel safe and respected before, during and after school

International Studies maintains a small school, family feel. At arrival, school security and administrators greet students and parents on a daily basis. There is one entrance to the school building that is monitored by security. In order for anyone to enter the building after arrival, they must be "buzzed in" by someone from the main office. There are approximately 40 cameras strategically

placed throughout the school to ensure the safety of our students, faculty and staff. The school has two main floors with one hallway. Each floor is monitored by a security guard throughout the day. Parents and students feel very safe with the infrastructure and organization of our school facility. In addition the overall "feel" of the school is an "International Family". Administration has an "Open Door Policy" for teachers, students and parents. Teacher are encouraged to do the same. At the beginning of the school year and at the mid way point assemblies are conducted addressing bullying, cyber bullying and tolerance. Students are educated on how to report and handle sensitive student issues in a pro-active manner. International Studies also has annual traditions that create a collaborative, safe environment. Each year the S. S. Friendship Breakfast (sixth graders and seniors) is sponsored by the PTSA pairing every sixth grade student with a senior student. Sixth graders enjoy having a big brother/big sister to look after them and seniors embrace and enjoy the sense of responsibility experienced when looking after their sixth grader. In addition, our school counselor organizes weekly developmental groups for students who benefit from individual attention in small group settings. Group I is for students with repeated unexcused absences, tardies and or detentions. She works on developing personal responsibility and age appropriate behavior with this group. Group II is for students new to the United States, Florida or are Limited English Proficiency. This groups works on cultural and emotional issues, how our school system works and socialization. Group III is for students who are interested in exploring social and emotional issues, personal boundaries, safety, and proper social media use.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All teachers are required to incorporate systemic, school wide best practices in place to encourage students to arrive to class on time, be on task and remain engaged. All teachers begin class with a bell ringer, have a daily agenda and a common board. There is a clear, concise plan in place to handle common classroom disturbances as well as tardies and detentions. Students also sign a contract outlining their roles and responsibilities as students. Teachers at International Studies use interdisciplinary methods to ensure students are engaged during instructional time. Teachers collaborate methods of instruction and topics of discussion with students. Positive reinforcement incentive programs are used to ensure students' behavioral expectations are maintained. A Passport to Success Program has been implemented where students are paired with a Teacher Mentor with whom they meet on a weekly basis. Mentors discuss academic and behavioral progress with their student mentors. Teachers collaborate during Professional Learning Communities to share best practices in instruction, classroom management and student achievement. In a collaborative approach, teachers share best practices such as use of multi-sensory learning techniques where teachers can tap into their students various learning styles. Teachers also share positive behavior management techniques used in their classrooms during Professional Learning Communities.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

International Studies Charter Middle School ensures students social-emotional needs are being met through individualized and small group counseling services by the school counselor. Small groups consist of students who are new to the United States, to Florida, to Miami or to the School. New students benefit from meeting peers who may have shared experiences. Students gain a support system at school that is closely monitored by the school counselor. Additional small counseling groups consist of students who have excessive tardies or absences to ensure student's emotional and physical safety.Counselors work in collaboration with student's teachers and parents in order to ensure students feel secure. Individual counseling is also offered to our students in need of one-on-one support from the school counselor. Students are free to discuss topics that he/she may be struggling within a safe environment. Students have also created a cross age peer mentoring

program. Students benefit from interacting with each other in a positive way. Students have been trained to facilitate as a peer mentor. The Peer Mentoring program is monitored by the school counselor. International Studies Charter School also offers the College Assistance Program (CAP) dedicated to assist students and parents in post secondary options and application process. The CAP program assists students in searching for scholarship opportunities, researching programs available for postsecondary education and creating a long term career plan.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance is monitored on a daily basis by a member of the Attendance Review Committee. On the fifth absences, be it excused or unexcused, students are referred to Student Services personnel. Student services personnel make parental contact to ensure collaboration between home and school. The Attendance Review Committee provides support to the parent and student to ensure student attends school daily and on time. Student suspensions are reviewed as a team on a monthly basis.Student Services Personnel review progress reports and report cards to determine which students are not progressing in all courses. A parent student conference is held with any student(s) who are not progressing appropriately (earning a D or F). Interventions are discussed at this meeting and a plan an intervention plan is put in place to ensure student success. At the end of each school year, administration and student service personnel review student score reports to determine which students scored at level one or two on the standardized exams.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	2	3	5
One or more suspensions	2	2	5	9
Course failure in ELA or Math	4	4	1	9
Level 1 on statewide assessment	14	11	12	37

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students are provided support throughout the year in order to ensure success in content areas. Student progress is monitored after each progress report or report card. At the time of the report, students whose grades are inconsistent or in jeopardy meet with the counselor in order to develop a plan. Interventions are discussed and put into effect. Interventions for students struggling in core courses include after school tutoring or peer tutoring programs. Teams meet to create an intervention plan detailing strategies for each student. Strategies include daily monitoring of student's agenda or homework log to maintain open communication between all team members as well as individual

student training on organizational and study skills. Students scoring a level 1 or 2 on any statewide assessments in English Language Arts or Mathematics are placed in an Intensive Reading or Mathematics class. These students are also offered after school, before school and Saturday tutoring. Prior to exams, students are also given small group pull out tutoring. Positive behavioral interventions are discussed and implemented in a plan so that the student incident is addressed and kept at a minimum. Proactive interventions are attempted to make the behavior less likely to occur. For example, frequent monitoring or redirection by the teacher, parent and teacher establish a communication system, and regular meetings with the parent and student to monitor student's progress. Educative Interventions are taught in order to replace the problematic behavior such as breaking down a task, teaching appropriate behaviors to situations, and develop a monitoring system or checklist for teacher and student use. Interventions are also put in place in order to receive reinforcement for the replacement behavior. Interventions include student contracts, acknowledged use of replacement behaviors, and positive encouragement for effort when appropriate behavior is displayed.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

International Studies has many strategies in place to build a positive relationship with families and increase parental involvement. It is specified in our charter contract that parents must volunteer a minimum of 30 hours per school year. At the beginning of the school year, parents are provided with a list of activities that will occur throughout the school year. This provides the parents with ample opportunity to plan for and select activities with which they would enjoy assisting. A monthly newsletter is sent out to all parents (and students) who subscribe to the school's distribution list. This monthly newsletter provides valuable information to parents regarding activities, exams, CAP, PTSA, and athletics. It also features a student of the month as well
The main way to assess parent involvement is by parent volunteer hours. These can take the form of assisting the physical education teacher with supervision of students to and from external athletic sites, assisting with the supervision of the cafeteria and food distribution, assisting with building maintenance, and other skilled services. A database of these hours is maintained by the office.
We also track parent attendance activity in other after school activities such as open houses, PTSA functions, and dances.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Several of our parents are professionals, own businesses, or have connections within our local community. The school gathers information from parents regarding how they feel they can best serve the school community through the use of a parent volunteer form. Once this information is gathered, we reach out to our parents when a service or resource is needed. For example, we have a parent who owns a publication in Spain. She has publicized information regarding our Spanish IS program in her

newsletter in Spain in order to attract more Spaniard families to our school. In addition, our parent organizations (FIPA, IIPA, SIPA, and PTSA) assist the school in building partnerships with the local community. We are connected with our local Kiwanis organization. The teachers, students, and families volunteer their time during events such as feeding the needy, assisting with the holiday food drive, as well as volunteer during their events. Miami Dade College is another community partner which assists our parents and students with options for post secondary planning. Our students visit the campus to take the Post Secondary Education Readiness Test (P.E.R.T.), enroll in Dual Enrollment courses, and participate in campus tours.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Rodriguez, Victoriano	Principal
Cruz, Janette	Registrar
Zimmerman, Kelly	Teacher, K-12
Hobby, Jeffrey	Teacher, K-12
Bello, Mara	Teacher, K-12
Correa, Michelle	Teacher, K-12
Rodriguez, Annie	Guidance Counselor
Del Valle, Hector	Administrative Support

Duties

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

Department Chairs: Meet with the administrative team on a monthly basis and serve as the liaisons between departments and administration. They provide valuable feedback to administration regarding all curriculum related decisions as well as procedural decisions. They are also responsible for disseminating the information from these monthly meetings to their departments. They assist with the supervising and mentoring teachers within their department as well as monitoring that each member of their department tracks student progress, implements interventions and strategies as necessary to improve student achievement.

College Advisor: The college advisor is also a member of the school leadership team. Her roles and responsibilities include assisting students with all decisions related to college and career and creating an overall school culture of college and career readiness. She assists students with college applications, financial aid, and career pathways. She is also the point of contact for our New England Prep program and Naviance. Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles. The college advisor also facilitates parent meetings regarding preparing college and career plans. The college advisor also coordinates parent meetings for foreign parents to assist them in understanding.

Test Chair: Is responsible for organizing, overseeing and coordinating all assessments (school, district, state and national). The test chair is responsible for assisting the school leadership team in analyzing and interpreting data. The test chair is instrumental in the development of school wide

initiatives developed to target areas of students strengths and weaknesses.
ELL Coordinator: provides input regarding what interventions and resources are most successful for acquisition growth and proficiency in use of the English Language.
The Administration: is responsible for overseeing the successful implementation of all school initiatives.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school's leadership team collects and interprets a variety of data from standardized formal assessments and other sources when applicable (assessments include, but are not limited to: SAT, PSAT, baseline, interim, FCAT, etc...) 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, and involves students, teachers, parents, EESAC, and SIP writing teams.
Core Instruction: The compiled data is used to inform teachers whether or not their students are preforming 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/teacher preferences as determined by the analysis of the data and the recommendations made by the MTSS and RTI teams.
Teacher Support Systems: Our mentoring program, professional learning communities, resource allocation procedures, and in house professional development opportunities create an environment in which teachers are 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.
Nutrition Programs: we offer the National School Lunch Program. We also offer free breakfast to all of our students. We also have a wellness plan in place that is monitored by the physical fitness teacher and the EESAC. The wellness committee promotes a series of health and wellness events and activities for the school community. Students, parents, and faculty are encouraged to participate and get involved with the wellness events for the year to come. The committee will be reviewing several areas in Health, Fitness, and Wellness for this school year. All members of the school community are encouraged to attend meetings and/or share ideas and suggestions to any of the committee members. The wellness policy and members can be viewed online at the school website. Some of our upcoming events are:
•October 11, 2014 - Miami Terminator Mud Run: The school is participating at the event with student volunteers.
•October 18th, 2014 - Susan G. Komen Race for the Cure
•November 2, 2014 - 5K Parkfest
In addition a monthly yoga class is offered to students, parents, and teachers. And, the school participates in a monthly morning run.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Victoriano Rodriguez	Principal
Elizabeth Valdes	Teacher
Jeffrey Hobby	Teacher
Michael Campbell	Education Support Employee
Camilla Fantechi	Parent
Helen Brotherton	Parent
Maria Arias	Parent
Olivia Tonini	Student
Michel Otero	Business/Community
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC monitors, evaluates and revisits the School Improvement Plan at every meeting. The SAC provides feedback regarding goals and strategies listed in the school improvement plan.

Development of this school improvement plan

The SAC convenes quarterly to review the implementation of the School Improvement Plan. During the last SAC meeting of the year, strategies are reviewed for 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.

Preparation of the school's annual budget and plan

The SAC discusses and encourages for all members of the school community to submit proposals for how SAC funds are allocated. Proposals can be brought to any EESAC meeting where the proposal is discussed and either approved or denied by the EESAC. All proposals must be voted on by February 1st.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The projected use of the school improvement funds will be determined by a combination of the aforementioned school committees. Proposals for how the funds will be spent are presented throughout the school year at the SAC meetings . The members of SAC will vote on the plans presented at the meetings. During the 2013-2014 school year, the EESAC voted to improve technology in the classroom. The amount of $1,790.00 was used to purchase I-PADS and air servers for each classroom.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Correa, Michelle	Teacher, K-12
Bello, Mara	Teacher, K-12
Cruz, Janette	Assistant Principal
Del Valle, Hector	Administrative Support
Hobby, Jeffrey	Teacher, K-12
Rodriguez, Annie	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to emphasize to the entire faculty that all teachers are READING and writing teachers. In an effort to improve students ability to read, analyze and interpret complex texts, the school has purchased a research based program, the New England Prep. This is a proactive approach to increase students' critical thinking skills. The school also implements the Reading Plus program and provides students with raffle tickets as an incentive for lesson completion. Another method used to promote literacy is with the faculty student book club. This provides a positive medium for students and teachers to interact and discuss literature in a relaxed environment. All teachers have been provided with thorough professional development on reading and writing strategies such as CRISS, 6 Traits of writing, 6 Traits of writing across the curriculum, Kagan multiple intelligences, and KAGAN cooperative learning.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school has implemented several strategies to encourage and facilitate working relationships between teachers. Instead of weekly faculty meetings, the school has a rotating meeting schedule: faculty, department, collaborative teams, and school leadership. This rotation allows for teachers to work together as a department and work together in interdisciplinary teams. Another initiative that has been implemented is a "Peer Talent Search." Teachers are given observed by a colleague who provides the teacher with an extensive feedback report regarding his observations. Once a teacher has been observed, he or she is given the opportunity to observe another teacher and discover a "peer talent." The process is circular and continues all year with teachers observing one another, providing feedback and identifying a talent. In addition, teachers are given opportunities (with approval) to team teach or act as a visiting teacher for one another.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Available positions are advertised on teacher recruitment websites. 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 demanding screening process.
Our school successfully retains our teachers through a combination of a mentor-ship program overseen by the assistant principal and a partnership program overseen by the department heads that pairs new teachers with each other both 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 their 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 fields 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 feel as if they have contributed to the overall culture and mission of the school.

At International Studies, every teacher feels they are a part of the "big picture." Every teacher in the school is given the opportunity take on a leadership role. In addition to our department heads, activities director and athletics director, we have teachers who lead the Science Fair, Model United Nations, Career Week, the Wellness Plan, and a Spelling Bee. Each of these individuals are different individuals sharing in the overall school vision and mission.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with veteran teachers who share subject areas and or grade levels/age groups. Our mentoring program provides opportunities for team teaching, 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school has included several measures to ensure that core instructional programs and materials are aligned to the state's standards. Prior to each school year, all department chairs attend Professional Developments and keep abreast of all county briefings concerning their subject area in order keep up-to-date on the latest Florida standards recommendations. Based on this information the department chairs meet with their departments prior to the start of the school year to determine/outline the instructional strategies the team will employ for the following school year. In addition, the department analyzes the applicable Florida standards for all grade levels, and chooses materials that are aligned to the standards. During the week prior to the start of the school year, all teachers create two weeks worth of lesson plans for their core classes. The departments meet once again before the start of the school year to evaluate one another's lesson plans and the degree to which they are aligned to the Florida standards. After the school year has begun, the department chair reviews all teachers' weekly lesson plans to confirm that instruction is still aligned to the standards. If any gaps in instruction/materials become apparent, the department chair immediately contacts the instructor to help re-align the instructional plan. Furthermore, there are monthly department meetings, which all members are required to attend. During the meetings all teachers do an audit of each others' lessons plans to ensure they are addressing the standards appropriately and in a timely manner. The teachers also rotate actually teaching a lesson to their fellow department members for feedback on their effectiveness; they are encouraged to assist each other in strengthening the delivery of core lessons. Furthermore, department chairs and teachers attend Professional Developments throughout the school year to keep up-to-date on effective instructional strategies. Any teachers who attend a workshop are expected to share what they have learned at the following department meeting. Finally, at the end of the school year, all the departments meet once again to reflect on the strengths and weaknesses of instruction and its alignment to the standards. The team brainstorms strategies to improve any areas of weakness for the following academic year.

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Prior to the start of a school year, the faculty receives copies of all available testing data for their students. In the weeks before school, each teacher is required to analyze their students' scores as they pertain to their subject area. Departments meet prior to the beginning of the year, and the department chair leads analysis of the data. Any questions a teacher may have regarding his/her data are addressed in the meeting with the department. Once teachers have a firm understanding of their students' needs, each teacher creates two weeks worth of lesson plans, which must include differentiated instruction strategies unique to the students in the class. The departments meet once again prior to the start of the school year to evaluate one another's lesson plans and the kinds of strategies the instructor will use. Teachers give each other feedback about what is effective, and suggestions on ways the teacher can improve delivery to his/her particular population of students. After the school year has begun, the department chair reviews all teachers' weekly lesson plans to confirm that the teachers have included data-driven differentiated instruction. Furthermore, there are monthly department meetings, which all members are required to attend. During the meetings all teachers do an audit of each others' lessons plans to ensure they are addressing the particular needs of their students. As updated data becomes available (baseline exams, interim exams, etc.), teachers analyze their particular student data, and adjust their instruction accordingly. The teachers also rotate actually teaching a lesson to their fellow department members for feedback on their effectiveness; they are encouraged to assist each other in strengthening the delivery of core lesson Aside from subject area results, all teachers are required to review the CELLA scores of their ELL students in order to structure lesson delivery to meet their particular needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 9,000

Students are offered after school tutoring for all core subjects and foreign languages.

Strategy Rationale

Students are provided with academic remediation and scaffolding in a small group setting in subject areas where they are weak or deficient. Specific grade level benchmarks are targeted during the small group tutoring sessions in order to ensure students are well prepared for state and district exams.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cruz, Janette, janettecruz@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Results of interim assessments as well as interactive data provided by Mr. Hermes Ortiz is used to organize students based on ability, areas of strength and weakness for small group tutoring intervention. Assessment data for students who attend tutoring on a regular basis is analyzed, interpreted, and used for instructional purposes.

Strategy: Weekend Program

Minutes added to school year: 2,400

Saturday tutoring is offered for test preparation purposes for the 10 weeks leading up to each respective state examination (EOC, FCAT 2.0, etc.)

Strategy Rationale

Students will be provided with additional test taking opportunities. The emphasis of each session is a different test taking strategy pertaining to specific benchmarks encountered on the various examinations.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cruz, Janette, janettecruz@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Results of interim assessments as well as interactive data provided by Mr. Hermes Ortiz is used to organize students based on ability, areas of strength and weakness for small group tutoring intervention. Assessment data for students who attend tutoring on a regular basis is analyzed, interpreted, and used for instructional purposes.

Strategy: Extended School Day

Minutes added to school year: 2,400

After school clubs

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students participation is monitored

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Prior to the school year commencing, a student orientation is held for parents and students. This alleviates most of the anxiety students and parents have prior to entering into a new level of schooling. At the beginning of the school year, the PTSA sponsors the SS Friendship Breakfast (Sixth Grade and Senior). Sixth grade students are provided with a senior "big brother or big sister". This makes the sixth graders feel safe, comfortable and at ease in their new school environment while providing our seniors with a sense of self worth and confidence. These relationships continue far beyond the first week of school. Mentors lookout for their mentees in the hallways, school functions and at lunch. It also gives the parents a sense of security knowing that their new student feels safe in their current school environment. Because we have grades 6-12, the transition from middle school to high school is very smooth. The teachers are the same and students already know one another. They also know what is expected of them. The school counselor meets with all student each year to select and plan their coursework for the following school year. Our college advisor helps transition seniors to college and career by creating an individualized map to direct students to direct students towards entrance requirements for their college of choice. Naviance is also used to facilitate the transition process from high school to college and career. The school also invites alumni to the school to meet with current students to discuss college life, study habits, financial aid, scholarships, and money matters. The current seniors really enjoy hearing from our alumni and feel better prepared to begin college after speaking to our former students.

College and Career Readiness

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

Individual meetings between students, the college adviser, the SAT program director, and one of the career research teachers. The college adviser lays out individualized education maps to direct students towards the entrance requirements for their colleges of choice. The SAT program director helps create individual study guides designed based on the individual student's strengths and weaknesses. The career research teacher advises the student on which colleges and majors would be appropriate for the student's intended career.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our eighth graders are enrolled in a career research course that requires them to plan an academic course of action to better prepare for careers that they are interested in. In this course students create a portfolio of three career interests. The portfolio contains the necessary skills, aptitudes, and post secondary schooling needed to enter the workforce in their intended careers.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students are given individualized college readiness plans by the college adviser. Eighth grade students are enrolled in a career research course where they investigate various career paths. Students research different fields of study and how they can be applied and seen throughout the local and worldwide community. The college advisor begins to meet with middle school students to instill the importance of maintaining a high grade point average. Many of our students begin taking high school courses in middle school.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Not applicable for middle school students

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Core Instruction: To improve student achievement in all content areas by incorporating writing strategies that teach students to think critically and analytically.

G2.   The EWS goal will focus on improving attendance, increase positive behavioral interventions, and improve student academic performance.

G3.   Stem: The School's STEM goal is a strategic goal to prepare students to be college and career ready through Stem initiatives and programs.

G4.   To focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement and student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Core Instruction: To improve student achievement in all content areas by incorporating writing strategies that teach students to think critically and analytically. 1a

🔍 G045730

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Reading - All Students	74.0
FCAT 2.0 Science Proficiency	86.0
CELLA Writing Proficiency	75.0

Resources Available to Support the Goal 2

- Technology Programs, Interim Assessment Data, Benchmark Assessment Data, FAIR Assessment Data, Highly Qualified Personnel, District Pacing Guides, District Adopted Text Books, District Adopted Supplemental Resources, Thinkgate, Reading Plus Reports, Turnitin.com, CPalms, MyAccess

Targeted Barriers to Achieving the Goal 3

- Writing: Our school's writing scores decreased from 2013 to 2014 as measured by the Writing FCAT. The percent of students achieving a 3.5 or higher decreased 3 percentage points (63% percent proficient to 60% percent proficient). With the increase in rigor and change in format of the writing assessment, students need ample exposure to the new assessment format as well as explicit strategies to prepare them to answer document based analytical comprehension questions.

Plan to Monitor Progress Toward G1. 8

The leadership team will analyze school data in an ongoing manner to ensure progress towards goal is being met.

Person Responsible

Victoriano Rodriguez

Schedule

Biweekly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Score reports from Fall and Winter Interims, Teachers' gradebooks, progress reports and report cards, student folders, writing folders

G2. The EWS goal will focus on improving attendance, increase positive behavioral interventions, and improve student academic performance. 1a

🔍 G045762

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	2.0

Resources Available to Support the Goal 2

- Student Services Personnel
- Incentives
- Attendance Monitoring
- RtI Meetings
- Small Group Interventions
- School Newsletter
- Student of the Month

Targeted Barriers to Achieving the Goal 3

- Discipline: Most disciplinary incidents at the school involve breaches of the uniform policy or cafeteria related infractions resulting in numerous detentions that when accumulated may lead to referrals.

Plan to Monitor Progress Toward G2. 8

The school administration and student service personnel will monitor the detention log and solicit feedback from parents and teachers regarding the success of the newsletter.

Person Responsible
Annie Rodriguez

Schedule
Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion
Reduction in the number of students serving detentions related to cafeteria and uniform infractions; parent and teacher feedback (formal and informal)

G3. Stem: The School's STEM goal is a strategic goal to prepare students to be college and career ready through Stem initiatives and programs. `1a`

🔍 G045791

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	86.0

Resources Available to Support the Goal `2`

- Pie Day
- Tutoring
- Science Fair
- Career Fair

Targeted Barriers to Achieving the Goal `3`

- Lack of school sponsored STEM related activities available to students

Plan to Monitor Progress Toward G3. `8`

We will monitor the number of students engaged in STEM related activities throughout the year.

Person Responsible
Mara Bello

Schedule
Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Attendance sheets, Math and Science Department Meetings

G4. To focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement and student achievement. 1a

G045793

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

- School activities
- School sports
- PTSA
- School Newsletter
- Wellness committee
- Parent Volunteer Liason
- French, Spanish, and Italian Parent Liasons

Targeted Barriers to Achieving the Goal 3

- International families are constantly seeking out ways of understanding the culture of education in the united states. Many families are overwhelmed by the American education systems and need guidance.

Plan to Monitor Progress Toward G4. 8

Solicit feedback from the PTSA and activities director regarding increased parental involvement at school sponsored activities and events.

Person Responsible
Janette Cruz

Schedule
Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion
School climate surveys, parent communication log, parent feedback, sign in sheets at events, volunteer logparent feedback, school climate survey, parent survey

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Core Instruction: To improve student achievement in all content areas by incorporating writing strategies that teach students to think critically and analytically. 1

🔑 G045730

G1.B2 Writing: Our school's writing scores decreased from 2013 to 2014 as measured by the Writing FCAT. The percent of students achieving a 3.5 or higher decreased 3 percentage points (63% percent proficient to 60% percent proficient). With the increase in rigor and change in format of the writing assessment, students need ample exposure to the new assessment format as well as explicit strategies to prepare them to answer document based analytical comprehension questions. 2

🔑 B128704

G1.B2.S1 Teachers will implement evidence based writing strategies across all content areas. Students will be exposed to text based writing situations requiring them to reference text, cite evidence, note observations, and identify main ideas to increase student achievement on the 2014-2015 writing assessment. 4

🔑 S140853

Strategy Rationale

Students need to be exposed to writing situations that require them to analyze, interpret and evaluate complicated texts. With national changes in curriculum standards, students need to be able to critically analyze, organize thoughts, and draw conclusions (in writing) based on what they have read. Teaching students how to respond to complicated texts (using research based writing strategies) will prepare students for success on state examinations and college success.

Action Step 1 5

Implement a weekly writing schedule across all disciplines where students will respond to a document based writing prompt. For example, during week 1, all students will write in science; during week 2 all students will write in math, etc.

Person Responsible

Janette Cruz

Schedule

Weekly, from 10/20/2014 to 6/4/2015

Evidence of Completion

student writing folders, writing calendar, informal classroom observations, teacher's lesson plans

Action Step 2 `5`

Train teachers on research based writing strategies such as APES (answer, provide support, explain, significance) and CEI (claim, evidence, importance)

Person Responsible

Kelly Zimmerman

Schedule

Quarterly, from 12/11/2014 to 6/4/2015

Evidence of Completion

PD logs, rubrics, lesson plans, student work product

Action Step 3 `5`

Train teachers on the new format of the writing assessment

Person Responsible

Kelly Zimmerman

Schedule

Monthly, from 12/11/2014 to 6/4/2015

Evidence of Completion

PD attendance logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

The leadership team will conduct informal and formal observations of teachers in order to monitor the fidelity of implementation of the strategy.

Person Responsible

Victoriano Rodriguez

Schedule

Daily, from 10/20/2014 to 6/4/2015

Evidence of Completion

Lesson plans, Peer Talent Search reports, formal and informal observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The leadership team will evaluate and track student writing performance for growth and improvement.

Person Responsible

Victoriano Rodriguez

Schedule

Monthly, from 10/20/2014 to 6/4/2015

Evidence of Completion

Interim progress reports, writing folders, data chats

G2. The EWS goal will focus on improving attendance, increase positive behavioral interventions, and improve student academic performance. 1

🔍 G045762

G2.B2 Discipline: Most disciplinary incidents at the school involve breaches of the uniform policy or cafeteria related infractions resulting in numerous detentions that when accumulated may lead to referrals. 2

🔍 B128720

G2.B2.S1 Create a school newsletter that informs the school community regarding the uniform policy, expectations for behavior as well as incentives for abiding by the uniform policy and appropriate cafeteria behavior. 4

🔍 S140865

Strategy Rationale

Students and parents will have a better understanding of the interventions, resources, and incentives available to improve student behavior, attendance and performance.

Action Step 1 5

Create an email distribution list that parents may subscribe to in order to receive school correspondence such as the newsletter.

Person Responsible

Janette Cruz

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

The number of subscribers to the newsletter, hits on website

Action Step 2 `5`

Feature a student of the month who has been recognized for positive behavior to encourage others to do the same.

Person Responsible

Annie Rodriguez

Schedule

Monthly, from 9/1/2014 to 10/15/2014

Evidence of Completion

The student featured in the newsletter

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Ensure that a monthly newsletter is being mailed to all stakeholders and that it is being posted on the school's website.

Person Responsible

Victoriano Rodriguez

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Monthly emails, hits on the school website

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Analyze the detention log and database as well as the referral log to determine if the number of uniform and cafeteria related detentions has decreased.

Person Responsible

Victoriano Rodriguez

Schedule

Monthly, from 9/30/2014 to 6/4/2015

Evidence of Completion

detention log, referral log

G3. Stem: The School's STEM goal is a strategic goal to prepare students to be college and career ready through Stem initiatives and programs. [1]

G045791

G3.B1 Lack of school sponsored STEM related activities available to students [2]

B113192

G3.B1.S1 Provide students with increased opportunities for authentic hands on activities that integrate Science, Technology, Engineering, and Mathematics. [4]

S124593

Strategy Rationale

Exposing students to STEM related experiences will increase student achievement in STEM curriculum and enhance career and college readiness.

Action Step 1 [5]

Create opportunities for students to be involved in STEM related activities.

Person Responsible

Mara Bello

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

We will be collecting student rosters which will indicate the percentage of students' participation

Action Step 2 [5]

The Math and Science departments will meet monthly go over STEM activities that will be made available to students.

Person Responsible

Mara Bello

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Meeting Minutes, STEM activities added to the calendar and monthly newsletter

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The School Leadership Team will monitor meeting minutes and the master calendar for STEM related activities

Person Responsible

Janette Cruz

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting minutes, teacher sign in sheets, master calendar

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Evaluate the master calendar and sign in sheet to compare the number of activities and participant's from year to year.

Person Responsible

Hector Del Valle

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Master calendar, Sign in sheets, and Leadership team meeting minutes

G4. To focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement and student achievement. 1

🔑 G045793

G4.B2 International families are constantly seeking out ways of understanding the culture of education in the united states. Many families are overwhelmed by the American education systems and need guidance. 2

🔑 B128912

G4.B2.S1 Appoint parent liaisons (who still are members of the PTSA) for each of the major languages spoken in the school (French, Spanish, Italian and English) to assist each of respective community in understanding our educational system, parent organizations, and school activities. 4

🔑 S141019

Strategy Rationale

Many parents who are new to the school community do not know who they can turn to for assistance in their home language. Having a liaison for each major language spoken helps get all major parent group involved for the overall benefit of the school.

Action Step 1 5

Ask the PTSA to solicit volunteers who would be willing to serve as a liaison to a specified group of language speakers.

Person Responsible

Janette Cruz

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Follow up with the PTSA president with each person's contact information and preferred method of contact.

Action Step 2 [5]

Feature the parent liaison for each respective parent group in the school newsletter, open house, email distribution, website and PTSA meeting.

Person Responsible

Janette Cruz

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

The school website, emails sent, the monthly newsletter, PTSA meeting minutes, Open House PowerPoint

Plan to Monitor Fidelity of Implementation of G4.B2.S1 [6]

Ensure that these parent liaisons continue to be promoted throughout the year in each medium used to promote them so that they remain accessible to new parents throughout the entire school year.

Person Responsible

Janette Cruz

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Email correspondence with the PTSA president, the newsletter, and email's distributed to the school subscribers

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 [7]

Sign in sheets from school events can be evaluated to determine whether or not more foreign parents are involved in school activities and programs.

Person Responsible

Janette Cruz

Schedule

Monthly, from 10/16/2014 to 6/4/2015

Evidence of Completion

Sign in sheets from activities and events

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Solicit formal and informal feedback regarding the success of the parent liaisons.

Person Responsible

Janette Cruz

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Surveys, Minutes taken at PTSA meetings

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Create opportunities for students to be involved in STEM related activities.	Bello, Mara	8/18/2014	We will be collecting student rosters which will indicate the percentage of students' participation	6/5/2015 quarterly
G1.B2.S1.A1	Implement a weekly writing schedule across all disciplines where students will respond to a document based writing prompt. For example, during week 1, all students will write in science; during week 2 all students will write in math, etc.	Cruz, Janette	10/20/2014	student writing folders, writing calendar, informal classroom observations, teacher's lesson plans	6/4/2015 weekly
G2.B2.S1.A1	Create an email distribution list that parents may subscribe to in order to receive school correspondence such as the newsletter.	Cruz, Janette	9/1/2014	The number of subscribers to the newsletter, hits on website	6/4/2015 monthly
G4.B2.S1.A1	Ask the PTSA to solicit volunteers who would be willing to serve as a liaison to a specified group of language speakers.	Cruz, Janette	9/1/2014	Follow up with the PTSA president with each person's contact information and preferred method of contact.	6/4/2015 monthly
G1.B2.S1.A2	Train teachers on research based writing strategies such as APES (answer, provide support, explain, significance) and CEI (claim, evidence, importance)	Zimmerman, Kelly	12/11/2014	PD logs, rubrics, lesson plans, student work product	6/4/2015 quarterly
G2.B2.S1.A2	Feature a student of the month who has been recognized for positive behavior to encourage others to do the same.	Rodriguez, Annie	9/1/2014	The student featured in the newsletter	10/15/2014 monthly
G3.B1.S1.A2	The Math and Science departments will meet monthly go over STEM activities that will be made available to students.	Bello, Mara	9/1/2014	Meeting Minutes, STEM activities added to the calendar and monthly newsletter	5/1/2015 monthly
G4.B2.S1.A2	Feature the parent liaison for each respective parent group in the school newsletter, open house, email distribution, website and PTSA meeting.	Cruz, Janette	9/1/2014	The school website, emails sent, the monthly newsletter, PTSA meeting minutes, Open House PowerPoint	6/4/2015 monthly
G1.B2.S1.A3	Train teachers on the new format of the writing assessment	Zimmerman, Kelly	12/11/2014	PD attendance logs	6/4/2015 monthly
G1.MA1	The leadership team will analyze school data in an ongoing manner to ensure progress towards goal is being met.	Rodriguez, Victoriano	10/27/2014	Score reports from Fall and Winter Interims, Teachers' gradebooks,	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				progress reports and report cards, student folders, writing folders	
G1.B2.S1.MA1	The leadership team will evaluate and track student writing performance for growth and improvement.	Rodriguez, Victoriano	10/20/2014	Interim progress reports, writing folders, data chats	6/4/2015 monthly
G1.B2.S1.MA1	The leadership team will conduct informal and formal observations of teachers in order to monitor the fidelity of implementation of the strategy.	Rodriguez, Victoriano	10/20/2014	Lesson plans, Peer Talent Search reports, formal and informal observations	6/4/2015 daily
G2.MA1	The school administration and student service personnel will monitor the detention log and solicit feedback from parents and teachers regarding the success of the newsletter.	Rodriguez, Annie	9/1/2014	Reduction in the number of students serving detentions related to cafeteria and uniform infractions; parent and teacher feedback (formal and informal)	6/4/2015 daily
G2.B2.S1.MA1	Analyze the detention log and database as well as the referral log to determine if the number of uniform and cafeteria related detentions has decreased.	Rodriguez, Victoriano	9/30/2014	detention log, referral log	6/4/2015 monthly
G2.B2.S1.MA1	Ensure that a monthly newsletter is being mailed to all stakeholders and that it is being posted on the school's website.	Rodriguez, Victoriano	9/1/2014	Monthly emails, hits on the school website	6/4/2015 monthly
G3.MA1	We will monitor the number of students engaged in STEM related activities throughout the year.	Bello, Mara	8/18/2014	Attendance sheets, Math and Science Department Meetings	6/5/2015 quarterly
G3.B1.S1.MA1	Evaluate the master calendar and sign in sheet to compare the number of activities and participant's from year to year.	Del Valle, Hector	9/1/2014	Master calendar, Sign in sheets, and Leadership team meeting minutes	6/5/2015 monthly
G3.B1.S1.MA1	The School Leadership Team will monitor meeting minutes and the master calendar for STEM related activities	Cruz, Janette	8/18/2014	Meeting minutes, teacher sign in sheets, master calendar	6/5/2015 quarterly
G4.MA1	Solicit feedback from the PTSA and activities director regarding increased parental involvement at school sponsored activities and events.	Cruz, Janette	9/1/2014	School climate surveys, parent communication log, parent feedback, sign in sheets at events, volunteer logparent feedback, school climate survey, parent survey	6/5/2015 monthly
G4.B2.S1.MA1	Sign in sheets from school events can be evaluated to determine whether or not more foreign parents are involved in school activities and programs.	Cruz, Janette	10/16/2014	Sign in sheets from activities and events	6/4/2015 monthly
G4.B2.S1.MA3	Solicit formal and informal feedback regarding the success of the parent liaisons.	Cruz, Janette	9/1/2014	Surveys, Minutes taken at PTSA meetings	6/4/2015 monthly
G4.B2.S1.MA1	Ensure that these parent liaisons continue to be promoted throughout the year in each medium used to promote them so that they remain accessible to new parents throughout the entire school year.	Cruz, Janette	9/1/2014	Email correspondence with the PTSA president, the newsletter, and email's distributed to the school subscribers	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Core Instruction: To improve student achievement in all content areas by incorporating writing strategies that teach students to think critically and analytically.

G1.B2 Writing: Our school's writing scores decreased from 2013 to 2014 as measured by the Writing FCAT. The percent of students achieving a 3.5 or higher decreased 3 percentage points (63% percent proficient to 60% percent proficient). With the increase in rigor and change in format of the writing assessment, students need ample exposure to the new assessment format as well as explicit strategies to prepare them to answer document based analytical comprehension questions.

G1.B2.S1 Teachers will implement evidence based writing strategies across all content areas. Students will be exposed to text based writing situations requiring them to reference text, cite evidence, note observations, and identify main ideas to increase student achievement on the 2014-2015 writing assessment.

PD Opportunity 1

Train teachers on research based writing strategies such as APES (answer, provide support, explain, significance) and CEI (claim, evidence, importance)

Facilitator

Our Language Arts department head, Ms. Zimmerman

Participants

school faculty

Schedule

Quarterly, from 12/11/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Core Instruction: To improve student achievement in all content areas by incorporating writing strategies that teach students to think critically and analytically.	11,000
Grand Total	**11,000**

Goal 1: Core Instruction: To improve student achievement in all content areas by incorporating writing strategies that teach students to think critically and analytically.		
Description	**Source**	**Total**
B1.S1.A1 - Notes	General Fund	6,000
B2.S1.A2 - 6+ Traits of Writing across the content areas	General Fund	5,000
Total Goal 1		**11,000**