

Miami-Dade County Public Schools

International Studies Preparatory Academy



2016-17 School Improvement Plan

International Studies Preparatory Academy

1570 MADRUGA AVE, Coral Gables, FL 33146

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	50%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for International Studies Preparatory Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission is to prepare the students to meet the challenges of the 21st century through the development of their academic and social development, their linguistic capacity, cultural appreciation and international and global awareness. The students of ISPA will move forward ready to meet human demands of post-secondary education taking with them the power of two languages.

b. Provide the school's vision statement

International Studies Preparatory Academy at Gables (ISPA) will be a model for international education while creating an educational community where every student becomes responsible citizens, lifelong learners and contributors to a global society. ISPA will foster a sense of communal responsibility and solidarity through the celebration of culture, language and diversity.

2. School Environment

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

- During Open House, and other school events, ensure non-threatening methods of introducing parents to teachers and administrators.
- Create the formats for inviting parent participation in the cultural education process.
- Our school will infuse the required multicultural content as applicable to appropriate grade levels, including but not limited to: History of the Holocaust, Black History Month, Hispanic Heritage Month, Women's History Month, and Veterans and Military Awareness.
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the school-wide cultural awareness and student-teacher relationships.
- Attend District provided Professional Development on multicultural offerings.

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

In order to provide a safe, mutually respectful, caring and orderly environment, all school personnel will demonstrate professionalism and common courtesy that are essential qualities needed to promote an educational environment free from disruptions, harassment, bullying and aggressive actions.

- All school personnel will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting bullying, harassment, dating violence, gender discrimination, and civil rights violations.
- All school personnel will monitor the school and report any suspicious activity to the school's leadership team.

c. 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

- Ensure teachers are trained in and utilize classroom management strategies.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing behavior expectations.
- Utilize the school-wide recognition system in place.
- Infuse the Values Matter Program to reinforce student behavior that aligns with the core values.

d. 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

- Our school's Leadership Team meets weekly to discuss students with barriers to academic and social success.
- School counselor maintains a student check-in/check-out log utilized for students in need of positive adult interaction and feedback.
- School-wide instruction and activities that address the social and emotional needs of all students.

3. 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).

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

The Early Warning System (EWS) is based on extensive research that identifies key factors, indicators, that are highly predictive of potential student failure, especially in terms of students dropping out of school.

The goal of our school is to develop students who are college and career ready, EWS indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out of school.
- Create data decision rules for number of absences or OSS before referral generated to SBT.
- Course failure in English Language Arts or mathematics.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	5	3	12	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	6	3	7	17
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	2	0	0	10	12

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

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

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

To improve the academic performance of students identified by the early warning system our school will:

- Utilize effective multi-disciplinary teams to problem solve and create action plans;
- Implement Reading Plus, Tutorials, Paraprofessional assistance;
- Develop procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions (targeted solution focused counseling (individual and/or group), parent collaboration/education) to close student need gaps related to the Earning Warning System.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Provide and schedule parent meetings and school-sponsored activities at various times whenever possible to help increase the number of parents who attend. For instance, offer activities in the mornings, afternoons, and/or evenings, if possible.

2. 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

- Our schools forms and maintains key relationships and ensures that all stakeholders share a common vision for the success of all students.
- Establishes collaborative structures to engage all stakeholders.
- Encourages open dialogue about challenges and solutions.
- Engages stakeholders in the use of data to facilitate an understanding of accountability and measurable results.
- To improve the academic achievement and social outcomes of all students, our school engages such stakeholders as local government agencies, nonprofit organizations, community-based organizations, neighborhood groups, PTSA, local businesses, civic organizations, and higher education institutions.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Perez, Alejandro	Principal
Diaz, Felicia	Assistant Principal
Margarita, Marquez	Guidance Counselor
Acevedo, Yazmin	Instructional Media
Martinez, Maria	Other
Alamo, Ana	Teacher, K-12
Ledo, Montserrat	Teacher, K-12

b. Duties

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

TIER 1 - Leadership Team

The function and responsibility of each team member as it relates to MTSS and the SIP includes: Administrators, Alejandro Perez, Principal and Felicia Diaz, Assistant Principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.

In addition to the school administrator the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Margarita Marquez, Counselor
- Montserrat Ledo, Lead Teacher/Modern Language Teacher
- Ana Alamo, Test Chair/ESOL Teacher
- Maria Lugo, Language Arts
- Lilliam Bez, Mathematics Teacher
- Paula Gamble, Special Education (ESE) Teacher
- In addition to Tier 1 Problem Solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

TIER 2

Mr. Perez, Ms. Diaz, Ms. Marquez, Ms. Ledo, Ms. Lugo, Ms. Bez and Ms. Gamble, members of the MTSS Leadership Team, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

TIER 3 - SST

Selected members of the Leadership Team and Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

2. 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

TIER 1

The MTSS/RtI Leadership Team uses the Tier 1 Problem Solving Process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the focus.
2. Determine how we will define if students have made expected levels of progress towards proficiency/mastery.
3. Respond when students have not shown a positive response to the intervention.
4. Gather and analyze data at all Tiers to determine professional development for faculty.
5. Ensure the students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the Tier 2 Problem Solving after each OPM.

TIER 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups or targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students that fall under the requirements for Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plans to meet those goals. The MTSS Problem Solving Process is used to carry out, monitor and adjust if necessary, the supports defined in the SIP.

ISPA will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student postsecondary plans. In addition, ISPA will maintain a collaborative relationship with state and national colleges, universities and vocational programs. IPISA will facilitate students with current and accurate information through the post-graduation transition process.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alejandro Perez	Principal
Deanna Rodriguez	Teacher
Tamara Calvo	Education Support Employee
Alina DelRio	Business/Community
Onelio Martin	Education Support Employee
Mylene Feiler	Teacher
Lilliam Bez	Teacher
Naomi Harrison	Parent
Rosario Ferrante	Parent
Montserrat Ledo	Teacher
Matthew Roca	Student
Donabella Labrozzi	Student
Massimo Spiga	Business/Community
Nicole Unternaehrer	Parent
Pascal Billaud	Parent
Maria Martinez	Teacher
Muriel Lusenti	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) met to set priorities and revise strategies for the 2016-2017 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) met to set priorities and revise strategies for the 2016-2017 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

c. Preparation of the school's annual budget and plan

The projected school budget for the 2016-2017 school year was shared with the EESAC and input was collected. During the October 2016 meeting, updated budgeted information was shared and the SAC determined allocations for expenditures.

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

The EESAC will review the school improvement fund and determine allocations for instructional materials.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Perez, Alejandro	Principal
Diaz, Felicia	Assistant Principal
Milian, Nathalie	Teacher, K-12
Bez, Lilliam	Teacher, K-12
Marin-Restrepo, Marisol	Teacher, K-12
Rodriguez, Deanna	Teacher, K-12
Alamo, Ana	Teacher, K-12
Ledo, Montserrat	Teacher, K-12
Gamble, Paula	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The major initiatives of the LLT this year will be:

- Provide Professional Development
- Data disaggregation
- Integrate MTSS/RtI into school improvement planning
- Plan and implement strategies to ensure continual growth in student enrollment and achievement

D. 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).

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

The Leadership Team encourages positive working relationships with teachers by participation in Department Team Meetings. Student academic and behavioral data is utilized to focus the meetings on students' academic and behavioral needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Strategies to recruit and retain highly qualified and effective teachers include:

1. Implementation of the Instructional Performance and Evaluation Growth System (IPEGS).
2. Professional development opportunities.
3. Develop and encourage professional development in the areas of concentration.
4. Establish relationships with state colleges/universities or academic institutions in order to provide advance degree program information to teachers.

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

The teacher mentoring program pairs beginning teachers with experienced teachers.

Qualifications for Mentors:

- Must hold a valid professional teaching certificate;
- Minimum of three years of successful teaching experience; and
- Certified at the same level or in the subject area as the new teacher.

Selection Criteria for Mentors:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;
- Credibility with colleagues;
- Commitment to personal professional learning demonstrated by frequent participation in professional development;
- Experience working with adult learners; and
- Expertise in accessing data resources and using data to analyze instruction.

Required Training to Become a Mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Who Receives a Mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site based mentor.

Help for Second and Third Year Teachers:

- Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
- A buddy teacher occupies a leadership role in the school such as a department chair, National Board Certified Teacher, etc.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school uses District adopted and supported instructional programs and materials to create ongoing opportunities for teachers to plan and discuss curriculum aligned to the Florida Standards. This supports a deeper level of comprehension. School leadership facilitates conversations and learning opportunities that promote dialogue to dispel misunderstandings, promote growth in instructional practice, and allow for a greater understanding of the curriculum and the standards.

b. Instructional Strategies

1. 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

Our school utilizes the Rtl process, the use of tutorials, the use of intensive reading and the use of small group instruction.

Our school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.
- Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).
- Providing instruction aligned with the Language Arts Florida Standards for their grade level.
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).
- Administering assessments which measure instructed standards.
- Monitoring progress at the class and grade level during Department Team Meetings.
- Conducting data chats with students.

2. 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: 1,200

Students will have the opportunity to participate in the following:

- Dual Enrollment - Curriculum Advancement
- AP Capstone-Research
- AP Capstone-Seminar
- Advanced Placement (AP) Curriculum – Enrichment and Advancement
- Tutoring services will be provided afterschool to all students throughout the school year in the areas of Reading, Mathematics, Science, Social Studies and Modern Languages.

Strategy Rationale

Providing additional instruction in core academic subjects and the opportunity for enrichment activities, International Studies Preparatory Academy will contribute to the well-rounded education of all students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Perez, Alejandro, pr7571@dadeschools.net

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

Data is collected through the school year. Students are administered the Mid-Year Assessments, the FSA Assessments and EOC assessments. This data is collected and analyzed in order to drive instruction and make adjustments to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

2. Student Transition and Readiness

a. 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).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

ISPA will administer the PSAT cost free to all tenth graders, as provided by the district. All ninth and eleventh graders are also strongly encouraged to take the PSAT. ISPA will make additional efforts to ensure that a maximum number of ninth and eleventh graders take advantage of testing opportunities. Through the leadership and student services teams, ISPA consistently reviews and monitors students' progress towards qualification for the Florida's Bright Futures Scholarship

programs. ISPA offers 14 AP courses for the 2016-2017 school year, and offers Dual Enrollment courses with opportunities at two local colleges. All students are highly encouraged to enroll in Honors, Advanced Placement, and Dual Enrollment course opportunities to prepare for post-secondary preparation. All students at ISPA take four years of Foreign Language.

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

As an International Studies (IS) program and modern language school, all students will participate in the core courses and be enrolled in two modern language courses (literature and humanities). Students will have the opportunity to participate in language competitions at the district, state and national level. Students completing their studies at International Studies will have the opportunity to receive two diplomas for their studies – a Florida High School Graduation and the equivalent diploma from the European Country. Students and parents will participate in selecting courses that the student will take the following school year. Administration and Lead Teacher will meet with students to finalize subject selections.

The rigors of the courses offered at ISPA require challenging instruction and support to meet our high standards. Through various intervention strategies, students are afforded extended learning opportunities which assist them in meeting criteria. This in turn assists our students to become readily prepared for their post-secondary experiences.

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

ISPA will work with colleges and universities in providing information and guidance as the students' progress through their secondary years and begin the process of entering post-secondary education. Student services personnel will be available to guide students through interviews and questionnaires as they begin thinking about future plans. Collaboration will occur with the departments of education of each country to ensure a smooth transition for students wishing to continue their studies in the European country. ISPA will make additional efforts to ensure that a maximum number of ninth and tenth graders take advantage of testing opportunities.

- Increase number and percentage of students scoring 'college-ready' in math and language arts on approved postsecondary readiness assessment such as the SATs, ACTs and the PERT through sample tests on school wide testing days and through the use of SAT/ACT/PERT style bell ringers.
- Increase student participation and performance in Honors, Advanced Placement (AP) and Dual Enrollment courses.
- Provide students with mock AP exams and reviews to increase assessment results.

Requirements include rigorous Advanced Placement and/or college-level dual enrollment courses to challenge students to their utmost, and provide exploration of interests. Students complete at least one hundred

hours of community service with a focus on a particular theme or project. This instills a sense of empowerment and responsibility for students' roles in the stewardship of responsible citizenry. Science and mathematics classes participate in the David Fairchild Challenge. The counselor meets with students (and often parents) to finalize subject selection. The student, parents, and counselor will be involved in the development and maintenance of a course and graduation plan.

English classes have a career planning and resume development component. Academic intervention occurs with students who are failing to meet the academic standards expected of students attending ISPA.

4. 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

- Leadership Team reviews and provides assistance to specific students as needed.
- Provide students and parents with college readiness/financial aid workshops.
- Counselors conduct classroom guidance and individual counseling sessions with students.
- Conduct informational meetings with parents to explain their role in assisting students with being ready for college.
- Provide assistance in planning for college, finding a college, applying to college and financial aid.
- Provide preparatory courses for ACT and SAT exams.
- Provide curricular support to support families with the completion of college essays, resumes and applying to post secondary institutions.
- Assist students in developing portfolios and learning interview techniques.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G080220

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	54.0
Math Gains District Assessment	44.0

Targeted Barriers to Achieving the Goal 3

- Lack of data driven instruction to differentiate instruction and meet the various needs of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Math: Houghton Mifflin Harcourt Algebra I, Algebra II and Geometry, Algebra Nation, GIZMOS, strong instructional staff, Smart boards, tablets, department contact person, tutoring available for a multitude of subjects, ESOL paraprofessional, developmental courses, and District Pacing Guides.
- Technology: iPads, District issued tablets, Smartboards, Technology Labs, Media Center, and document camera.

Plan to Monitor Progress Toward G1. 8

Consistently monitor the progress toward meeting the goal of effective data-driven instruction by disaggregating the data from Thinkgate and District Interim Assessment reports.

Person Responsible

Alejandro Perez

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data from G2D and District Interim Assessment reports.

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. If core instruction is increased in all content areas then student achievement will improve. 1

G080220

G1.B1 Lack of data driven instruction to differentiate instruction and meet the various needs of students. 2

B211840

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

S223975

Strategy Rationale

There is limited evidence of data-driven instruction being used in the classroom. This strategy will allow the use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Action Step 1 5

Provide a professional development session focusing on G2D and the effective use of data to drive instruction during.

Person Responsible

Felicia Diaz

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign-in sheet, agenda, and handouts

Action Step 2 5

Implement data-driven instruction in the classroom.

Person Responsible

Felicia Diaz

Schedule

On 6/8/2017

Evidence of Completion

Lesson plans, walkthrough notes, and student work samples

Action Step 3 5

Provide follow up support by conducting departmental scheduled conferences with administration to discuss the implementation and use of data in the classroom.

Person Responsible

Felicia Diaz

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthrough notes, periodic Thinkgate updates via e-mail

Action Step 4 5

Consistently monitor the fidelity and effectiveness of the implementation of effective data-driven instruction by conducting walkthroughs.

Person Responsible

Felicia Diaz

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthrough notes

Action Step 5 5

Provide tutorial services in core subjects - Reading, Mathematics, Science, Social Studies and Modern Languages.

Person Responsible

Felicia Diaz

Schedule

Weekly, from 10/14/2016 to 5/26/2017

Evidence of Completion

Attendance Sheets and Student Rosters

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Consistently monitor the fidelity of the implementation of effective data-driven instruction by conducting walkthroughs.

Person Responsible

Felicia Diaz

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthrough notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Consistently monitor the effectiveness of the implementation of effective data-driven instruction by conducting walkthroughs.

Person Responsible

Alejandro Perez









Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthrough notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1  M281734	Consistently monitor the progress toward meeting the goal of effective data-driven instruction by...	Perez, Alejandro	8/22/2016	Data from G2D and District Interim Assessment reports.	6/8/2017 monthly
G1.B1.S1.MA1  M281732	Consistently monitor the effectiveness of the implementation of effective data-driven instruction...	Perez, Alejandro	8/22/2016	Walkthrough notes	6/8/2017 daily
G1.B1.S1.MA1  M281733	Consistently monitor the fidelity of the implementation of effective data-driven instruction by...	Diaz, Felicia	8/22/2016	Walkthrough notes	6/8/2017 monthly
G1.B1.S1.A1  A283331	Provide a professional development session focusing on G2D and the effective use of data to drive...	Diaz, Felicia	8/22/2016	Sign-in sheet, agenda, and handouts	6/8/2017 quarterly
G1.B1.S1.A4  A283334	Consistently monitor the fidelity and effectiveness of the implementation of effective data-driven...	Diaz, Felicia	8/22/2016	Walkthrough notes	6/8/2017 weekly
G1.B1.S1.A3  A283333	Provide follow up support by conducting departmental scheduled conferences with administration to...	Diaz, Felicia	8/22/2016	Walkthrough notes, periodic Thinkgate updates via e-mail	6/8/2017 monthly
G1.B1.S1.A2  A283332	Implement data-driven instruction in the classroom.	Diaz, Felicia	8/22/2016	Lesson plans, walkthrough notes, and student work samples	6/8/2017 one-time
G1.B1.S1.A5  A283335	Provide tutorial services in core subjects - Reading, Mathematics, Science, Social Studies and...	Diaz, Felicia	10/14/2016	Attendance Sheets and Student Rosters	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Lack of data driven instruction to differentiate instruction and meet the various needs of students.

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Provide a professional development session focusing on G2D and the effective use of data to drive instruction during.

Facilitator

Felicia Diaz

Participants

Teachers

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Lack of data driven instruction to differentiate instruction and meet the various needs of students.

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

TA Opportunity 1

Implement data-driven instruction in the classroom.

Facilitator

Participants

Schedule

On 6/8/2017

VII. Budget

1	G1.B1.S1.A1	Provide a professional development session focusing on G2D and the effective use of data to drive instruction during.				\$0.00
2	G1.B1.S1.A2	Implement data-driven instruction in the classroom.				\$0.00
3	G1.B1.S1.A3	Provide follow up support by conducting departmental scheduled conferences with administration to discuss the implementation and use of data in the classroom.				\$0.00
4	G1.B1.S1.A4	Consistently monitor the fidelity and effectiveness of the implementation of effective data-driven instruction by conducting walkthroughs.				\$0.00
5	G1.B1.S1.A5	Provide tutorial services in core subjects - Reading, Mathematics, Science, Social Studies and Modern Languages.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$6,000.00
<i>Notes: Notes</i>						
Total:						\$6,000.00