

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [X] Choice

Name of Principal Mr. Victoriano Rodriguez

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name International Studies Charter High School

(As it should appear in the official records)

School Mailing Address 807 SW 25th Avenue

(If address is P.O. Box, also include street address.)

City Miami State FL Zip Code+4 (9 digits total) 33135-4873

County Miami-Dade County State School Code Number* 13-7007

Telephone 305-643-2955 Fax 305-643-2956

Web site/URL http://www.ischs.net E-mail JanetteCruz@dadeschools.net

Twitter Handle Facebook Page
@ISCHS_Miami www.facebook.com/ISCHS Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*Mr. Alberto Carvalho
(Specify: Ms., Miss, Mrs., Dr., Mr., E-mail: ACarvalho@dadeschools.net
Other)

District Name Miami Dade County Public Schools Tel. 305-995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Ileana Melian
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 278 Elementary schools (includes K-8)
 - 82 Middle/Junior high schools
 - 77 High schools
 - 7 K-12 schools
- 444 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	63	48	111
10	51	48	99
11	48	45	93
12	31	54	85
Total Students	193	195	388

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 2 % Black or African American
 - 72 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 26 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1	402
(5) Total transferred students in row (3) divided by total students in row (4)	0.077
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 24 %
92 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Italian, French, German, Spanish, Portuguese, Haitian-Creole, Mandarin
8. Students eligible for free/reduced-priced meals: 61 %
 Total number students who qualify: 238

Information for Public Schools Only - Data Provided by the State

The state has reported that 60 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 2 %
6 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	95%	95%	95%
High school graduation rate	91%	96%	90%	87%	83%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	104
Enrolled in a 4-year college or university	93%
Enrolled in a community college	5%
Enrolled in career/technical training program	1%
Found employment	0%
Joined the military or other public service	0%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: To prepare students for lifelong success in a globally interdependent society by offering a unique multi-lingual, multi-literate, and multi-cultural curriculum integrating technology and research-based practices.

PART III – SUMMARY

The history of International Studies Charter High School, fondly referred to as “ISCHS,” is a unique and inspirational one. What began as a shared vision between the French, Italian and Spanish Consulates, a group of parents, and Miami-Dade County Public Schools, came to fruition in 2004 under the management of Academica Corporation. ISCHS was established to serve the needs of the community by offering a unique multi-lingual, multi-literate, and multi-cultural curriculum preparing students to have an edge in global competition. ISCHS offers two program options to its students: the International Studies (IS) program and the Advanced Placement International Diploma program (APID). The IS program requires students to take several courses immersed in the language of their choice (French, Italian or Spanish) with the potential to earn a dual diploma from Florida and the respective partner nation. The Advanced Placement International Diploma (APID) is a globally recognized certificate offered by the College Board for outstanding academic excellence. Students are required to take a minimum of five AP courses and pass each exam in various academic disciplines; one must be in a foreign language. In order to attend the IS program at ISCHS, students need to demonstrate language proficiency by passing an exam developed by the foreign ministries of education in their respective program language. Students entering the APID program must demonstrate language proficiency. If the number of eligible applicants exceeds the number of spaces available, a lottery is used to select students.

When the school opened in 2004, a school facility was not available at the time; consequently, ISCHS had to open at the Museum of Science in Miami. International Studies Charter High School’s founding class was comprised of 60 students. With three full-time teachers, three-part time teachers, and one administrator, students pursued an international studies education that many of them had begun in 1st grade. The following school year, the school was housed at Jose Marti Park in the heart of a historical neighborhood in Miami referred to as Little Havana. Teachers taught their curriculum surrounded by partitions instead of in traditional classrooms. And, despite the challenges associated with learning and teaching in this environment, students and teachers continued to succeed and attract the attention of parents, students and the community. In year three of the school’s humble beginnings another move was made. ISCHS was relocated to the fourth floor of a Citibank building in Coral Gables, Florida. The school was housed in the bank for two school years and the founding class would graduate from this facility. In four short years ISCHS had quadrupled in size with 225 students, 14 teachers, an assistant principal and a principal, resulting in the need to move again. During winter break of the 2009 school year ISCHS moved to its current, permanent location in its original neighborhood of Little Havana.

Despite, ISCHS students, families, and teachers remained loyal to the school. This is attributed to the small, family feel of the school, unique international culture, and strength of the curriculum. While walking through the corridors, one may hear students engaged in conversations in a multitude of languages including French, Spanish, Italian, Portuguese, Mandarin and English. With over 40 countries represented amongst the student body, ISCHS offers a truly international experience for students and teachers. Foreign language humanities and literature teachers are selected by the foreign ministries of education for each of the respective program languages (i.e., French, Italian and Spanish). These teachers undergo a rigorous interview and examination process in order to teach at ISCHS. European curricula, methodology and materials are used to immerse the student in his/her program language and culture. The entire school community benefits from experiencing the best of both American and European teaching methodologies and practices. It is the blending of these two systems that has contributed greatly to ISCHS’s success, accolades and charm.

Its first year open, ISCHS earned a letter designation of an “A” school and has been an “A” school ten out of eleven years according to Florida’s grading system. This past school year (2013-14) ISCHS was also acclaimed nationally for the fourth consecutive year by three top national publications. US News and World Report ranked the school as the #4 Public High School in Florida, #5 Charter High School in the U.S., and #24 Public High School in the U.S. Newsweek’s “Beating the Odds” category ranked the school #1 in Florida and #85 in the nation. Newsweek’s “America’s Top Schools” category ranked the school #394 in the nation. The Washington Post High School Challenge ranked the school #37 in Florida and #283 in the U.S.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Students enrolled at International Studies Charter High School (ISCHS) select a program of study that will drive their core curriculum. There are two program options offered: the Advanced Placement International Diploma (APID) program or the International Studies (IS) program in French, Italian or Spanish. The IS program requires proficiency in speaking, reading, and writing the respective language prior to admittance. Each IS program differs slightly; however, all of the IS programs require courses in language and literature as well as humanities. The Advanced Placement International Diploma program is a diploma option offered by the College Board. It requires students to display mastery on AP Exams across several disciplines with an exceptional level of achievement. Students must pass a minimum of five AP exams in four categories: one AP exam from a world language and culture course, one English AP exam, one AP exam offering a global perspective, one AP exam from either math or science, and one additional AP exam.

Regardless of which program a student is enrolled in, each year students take honors or advanced placement level courses in English, mathematics, science, social studies and foreign language. In order to ensure that all students are career and college ready by graduation, all core curriculum is aligned to the Florida Next Generation Sunshine State Standards (NGSSS), the Florida Standards and the Florida Standards Assessment (FSA) when applicable. The curriculum requires that students exceed the state's graduation requirements. Students at ISCHS must complete at least 28 credits to graduate: four in English, math, science, and social studies; at least four in foreign language; one in physical education; one online, and at least four in other elective areas. Teacher and peer-led tutoring are available for all subjects, including languages, for students who seek additional support.

The English curriculum offers a variety of courses that prepare students for state and national exams. The language arts courses offered are 9th – 12th grade regular and Honors, AP Language and Composition, AP Literature and Composition, English for College Readiness and English for Speakers of Other Languages. Through these courses, students are equipped with the skills needed to be analytical, critical, reflective readers and writers while making real world connections. If a student needs remediation in English, an intensive reading class is given in addition to his/her regular English class.

The mathematics curriculum offers students a strong foundation in concepts and applications while providing them with opportunities to be critical problem solvers. Math teachers incorporate vast implementation of technology and manipulatives to illustrate mathematic principles. Most students at ISCHS enter high school having taken Algebra I; however, Algebra I is offered at the high school level. Students then continue to Geometry, Algebra II, Pre-Calculus, and/or Calculus, Advanced Placement Calculus or Math for College Readiness. If a student needs remediation in math, an intensive math class is given in addition to his/her regular math class.

The science curriculum provides students with the opportunity to be inquisitive while applying the use of scientific method for discovery and learning. Students are taught to think critically when solving real life problems. Virtual and physical labs are used to provide students with hands-on experiences. Students take Biology in 9th grade and Chemistry in 10th grade. Then they may select from Honors Marine Science, Honors Anatomy and Physiology, AP Biology, AP Environmental Science, Honors Physical Science and Honors Physics.

The social studies curriculum is taught using a social, analytical and critical approach. Students are taught to think and act as global citizens with an appreciation and respect for other cultures, customs and heritages. Students are given a variety of opportunities to reenact historical events including mock trials and elections. Students take the four courses required by the FLDOE: Honors World History, Honors/AP American History, Honors/AP Government and Honors/AP Economics. In addition, students may select one of the following as their fourth social studies course: AP Human Geography, AP European History, or AP Psychology.

Unique to ISCHS is the number of foreign language courses for which a student can earn credit. Foreign language courses go beyond teaching students to read, write and speak in another language. Students also learn to respect other cultures, traditions and values. Students in the APID program take a minimum of one foreign language course each year preparing them ultimately for the AP exam in their program. Students in the Italian and Spanish IS program take two courses in their language each year while students in the French IS program take a minimum of three courses annually and an additional foreign language class (Spanish or Italian).

2. Other Curriculum Areas:

Each year students take seven courses, earning them a minimum of 28 credits for graduation. In addition to the core content areas, specific program requirements and FLDOE requirements, ISCHS provides students with courses specifically designed to prepare them to achieve future goals. The culture of ISCHS is directly related to college and career success. Students are taught to begin thinking about and preparing for their academic plan beyond high school. Freshman year students take a college and career course to investigate professions and begin designing a plan to achieve their goals. The other half of the year students take a speech course designed to prepare students for public speaking and reinforce the writing techniques used to create an effective, purposeful speech. As sophomores, students are given “College Writing” to continue emphasizing the skills necessary for college success. During junior year, a Scholastic Aptitude Test (SAT) preparation course is offered to students. Students have shown significant improvement on their exam scores from the commencement to the end of junior year.

ISCHS has implemented two programs to further prepare students for college and career readiness as well as make ISCHS stand apart from other schools. Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals, allowing students to create a plan for their futures by helping them discover their strengths. Students explore college and career options based on their learning styles and interests. The New England Prep (NEP) curriculum is based on studies from the College Board that support slow and steady preparation for the SAT. Beginning in 9th grade during both English and math classes, teachers use videos and diagnostics to improve students’ SAT scores. ISCHS is the only public school in Florida using this program to increase the chances of earning scholarships and university admission. Another area of curriculum that provides ISCHS students with a definitive advantage in our global society, as well as college and career, is their proficiency in foreign languages. Students are given the opportunity to learn multiple languages simultaneously. All of ISCHS’s students graduate bilingual; however, most of ISCHS’s students graduate trilingual, and some, even multilingual!

ISCHS also believes in offering courses driven by student and teacher interest. Teachers are given creative freedom to develop elective courses based on their interests. Once the elective course is developed and approved by administration, it is added to the subject selection card for the upcoming school year. Elective courses with the most student interest are added to the master schedule the next school year. This school year two new electives are being offered: Wellness and Wellbeing (first half), Advanced Health Explorations (second half) and Film Studies. “Wellness and Wellbeing” offered during the first half of the school year provides students with opportunities to develop advanced knowledge and skills that promote positive social and emotional interactions and relationships. Topics covered include in-depth study of basic human needs; characteristics of mental health and emotional maturity; self-awareness and acceptance; tolerance; interpersonal skills; stress management; and family, peer and social relationships. The second half of the year, students take “Advanced Health Explorations” which allows students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations.

Film Studies is an elective available for upperclassmen. This course has four main objectives: for students to develop new analytical and interpretive skills, to learn the history of motion pictures, to gain an understanding of film as an art form, and to examine the relationship between film and other art forms. In order to accomplish these goals, students watch and analyze historically significant films.

3. Instructional Methods and Interventions:

Most of the students at ISCHS begin their education as English language learners (ELL). Approximately seventy-two percent of the student population is or once was ELL. Therefore, multi-tiered interventions and instructional strategies have been implemented to expedite the process in which students become proficient in English. As mandated by our district/state ELL students must take a Developmental Language course in addition to their English/language arts through ESOL (English for speakers of other languages). Language arts teachers are ESOL endorsed. All other teachers are META (Multicultural Education Training and Advocacy) certified or in the process of becoming certified. Additionally, as a school, ELL students are provided with free after school tutoring in their core content areas, small group pull-out tutoring, and Saturday school in their home language. There are after school clubs in French, Italian, and Spanish to help students assimilate and succeed.

To ensure the success of all learners, teachers use current assessment data to individualize and scaffold instruction. For example, research and independent study activities are commonly seen. While students work independently on research, teachers have the opportunity to work with small groups of students to scaffold their learning. Small group instruction is used to review previously learned material, reduce learning gaps, or enrich learning. Students also benefit from content acceleration. Students whose strength is math are given the opportunity to enroll in courses beyond that of their grade level; several of our 10th grade students are currently enrolled in Pre-Calculus.

Technology integration is another method used to reach various learning styles. Each classroom is equipped with a Promethean board and either computers, laptops or portable lab carts. I-Pads/tablets connected to the boards facilitate teachers' ability to project information while continuing to interact directly with students. The school also uses TurnItIn.com to prepare students better for college-like submission of written assignments. Additionally, ISCHS encourages its teachers to plan interdisciplinary lessons to connect content areas. Teachers across content areas plan cross curricular lessons so that students gain a better understanding of how subject areas are interconnected. For example, when the 11th grade English class is reading *The Great Gatsby*, the American History teacher will teach the Roaring Twenties from a political and social perspective enabling students to make connections between literature and history. Best practices such as common boards, world walls, bell ringers, exit strategies, focus questions, and project-based learning are evident school wide.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Student achievement at International Studies Charter School has increased steadily in mathematics since the school's inception; however, due to the large number of English Language Learners at the school, students' performance on the state reading examinations has varied slightly based on the number of ELL students in a given cohort. However, ISCHS has been consistently successful in meeting its Annual Measurable Objectives (AMOs). In 2012, ISCHS achieved the AMO for each demographic subgroup with the exception of the Economically Disadvantaged and Hispanic subgroups in reading, where the target was missed by only 2 percentage points. The school implemented appropriate interventions to support these students such as targeted after school tutoring by ELL level, a faculty mentoring program and additional technology interventions such as Reading Plus, Jamestown and FCAT Explorer. As a result, ISCHS has achieved and surpassed its AMO target for each demographic subgroup identified by FLDOE in 2013 and 2014.

In 2013-2014, there was an achievement gap between the ELL subgroup and the test scores of all students. This is largely attributed to the large number of new foreign students accepted into our international programs each year. To close this gap, subgroup performance data is analyzed and data driven professional development is offered to teachers as a result. Teachers are taught strategies to instruct diverse learners. Additionally, ELL students are supported emotionally by a mentoring program with a faculty member in their home language. The success of all students can be attributed to support provided before, during and after school. Support is given throughout the year, not just at the time of testing, in order to ensure success in the content areas. Student progress is monitored after progress reports and report cards. Students whose grades are in jeopardy develop a plan with the counselor. Interventions are discussed and implemented.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

ISCHS has a wealth of data available to all stakeholders. Teachers maintain a binder with relevant student performance data, evidence of progress monitoring, and student/parent/teacher data chats. Information within this binder is used by teachers to guide teaching practices. Teachers are able to identify general and specific areas of strengths and weaknesses amongst their students and create meaningful lessons to increase achievement and address individual needs. The faculty reflects on student performance data during all meetings (i.e., faculty, department, team, and curriculum council) and school-wide initiatives are implemented as a result of these collaborative conversations. For example, collectively across all disciplines, teachers noted a weakness in students' writing skills. As a result, professional development sessions were selected to provide teachers with strategies to improve writing scores. Additionally, the school implemented a writing program for students referred to as the "DEW" (Drop Everything and Write). Each week all students will respond to a subject specific prompt in the core content areas. Teachers grade the students' writing samples, provide purposeful feedback and analyze the results as a faculty.

Parents are an integral part of achievement and progress monitoring. The parent and student portal are two wonderful resources available to all students and parents. Through the portal, students and parents can monitor their progress in each subject area as well as access all state exam scores. Additionally, hard copies of score reports, progress reports and report cards are sent home with students; parents must acknowledge receipt of these items. For students who are low performing on state mandated exams or who are earning a D or F in a core content area, a PMP (progress monitoring plan) is initiated; parent conferences are held to ensure interventions are implemented to close any learning gaps. This is an additional level of support and monitoring used to increase student achievement.

Part VI School Support

1. School Climate/Culture

International Studies Charter High School (ISCHS) maintains a small school, family atmosphere. Parents and students feel safe with the infrastructure and organization of the school. Administration has an "Open Door Policy" for all stakeholders. Throughout the year, assemblies are conducted addressing bullying, tolerance and appropriate cyber behavior. Students are educated on how to report and handle sensitive student issues in a pro-active manner. ISCHS also has annual traditions that create a collaborative, family environment. Each year a breakfast is sponsored by the PTSA pairing every freshman with a senior. Freshmen enjoy having a big brother/ sister to look after them and seniors embrace the sense of responsibility experienced when looking after their ninth grader. Our school counselor organizes weekly sessions for students who benefit from individual attention in small group settings. Groups work on developing personal responsibility, assimilating to a new culture, social and emotional issues. In place is a cross-age peer mentoring program through which students benefit from interacting with each other in a positive way. Students have been trained as peer mentors (monitored by the school counselor). ISCHS also offers the College Assistance Program (CAP) dedicated to assisting students and parents in post-secondary options and the 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.

The school has implemented several strategies to encourage and facilitate working relationships amongst the faculty. New teachers at ISCHS are paired with a mentor in the same discipline. The mentor teacher provides the beginning teacher with advice, support, and ideas. They are given the same lunch schedule and time to plan together. 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 in interdisciplinary teams. Another initiative that has been implemented is a "Peer Talent Search." Teachers are observed by a colleague who provides the teacher with extensive feedback regarding his/ her 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 talents. Feedback from teachers regarding this program has been extremely positive. In addition, teachers are given opportunities (with approval) to team teach or act as a visiting teacher for one another.

2. Engaging Families and Community

ISCHS has many strategies in place to build positive relationships with families and the community. Families are given a list of activities that will occur throughout the year providing them with ample opportunity to plan for and select activities with which they would enjoy assisting. A monthly newsletter is sent out to anyone who subscribes to the school's distribution list. This monthly newsletter provides valuable information regarding activities, volunteer opportunities, exams, CAP, PTSA, and athletics.

Several of our parents are professionals or have connections within our community. The school gathers information from parents regarding how they feel they can serve the school through the use of a parent volunteer form. Once this information is gathered, the school reaches out to parents when a service or resource is needed. For example, a parent who owns a publication in Spain promoted information regarding our school in her newsletter to attract more families. Several parent organizations are active within our school to build and foster relationships between teachers, parents, students and the community. PTSA, the French International Program 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, the entire school community contributes 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 foster relationships between all stakeholders at ISCHS. In addition, our parent organizations assist the school in building partnerships with the local community. The school is connected with its local Kiwanis organization; teachers, students, and families volunteer their time during events such as feeding the needy and assisting with the holiday food drive. Miami Dade College is another community partner which assists parents and students with options for post-secondary planning. Students visit the campus to take the Post-Secondary Education Readiness Test (P.E.R.T.), enroll in Dual Enrollment courses, participate in campus tours and receive assistance with filling out the FAFSA.

3. Professional Development

ISCHS 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 development opportunities and keep abreast of all county briefings concerning their subject area in order to 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 develop a professional development plan as well as select the instructional strategies the team will employ for the following school year. Based on analysis of students' performance data and recommendations made by the faculty, administration offers a professional development workshop the first week when teachers return to work. Administration has been able to offer several research-based professional developments to its faculty including: 6+ Traits of Writing, CRISS (Creating Independence through Student-owned Strategies), Kagan's Cooperative Learning & Differentiated Instruction, and Kagan's Multiple Intelligences. The workshops offered at the commencement of the school year and professional developments offered throughout the year are aligned to the goals in the School Improvement Plan (SIP). For example, a strategy commonly used by teachers to help ELL students is "Quiz Quiz Trade." Students walk around the room with index cards quizzing each other on exam concepts. Students trade cards once they have explained the other person's card correctly. It gives ELL students an opportunity to review with their peers, receive clarification, and practice speaking and explaining in English. It also helps break cultural barriers between students. As a result of the various trainings offered, teachers are better equipped with strategies to reach all learners, implement interventions, and appropriately challenge students.

Teachers are also encouraged and provided with the opportunity to learn from each other. Teachers rotate 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. Additionally, ISCHS teachers observe their colleagues through the use of a "Peer Talent Search" to identify best practices amongst our own faculty. In addition to the ongoing professional development offered throughout the year, faculty participates in the Miami-Dade County Public Schools' (M-DCPS) Instructional Performance Evaluation and Growth System (IPEGS) in which they develop a yearly Individualized Professional Development Plan (IPDP). The IPDP assists teachers in aligning their professional goals to the SIP. The plan addresses areas such as student performance, individual learning goals, professional development activities, and performance outcomes.

4. School Leadership

The leadership philosophy at ISCHS is to provide students with a challenging and stimulating college preparatory education in a safe and nurturing academic environment. The guiding question at ISCHS is not "Are you going to college?" but rather, "What university will you attend?" All leadership decisions are made with college success as the guiding principle. As a result, curriculum decisions and resource allocations are aligned directly to student achievement and college preparation. The leadership team (Curriculum Council) consists of the principal, assistant principal, college advisor, counselor, activities and athletics directors, test chairperson and department heads. This team meets on a bi-weekly basis with each member contributing to the agenda. In addition, at each meeting relative data is analyzed (Mid-Year, Interims, PSAT). Collaborative decisions and action plans are developed based on the information presented. The team makes recommendations regarding how resources are allocated to purchase instructional materials, technology and programs to prepare students for college and maximize student achievement.

Preparing students for college success is a collaborative effort. Department heads are provided with quarterly substitute coverage to observe colleagues and make recommendations regarding teaching strategies and techniques. Department heads check student folders to verify that the assignments issued and feedback provided are relevant and constructive. Administration conducts daily classroom visits to ensure students are being appropriately challenged, stimulated and prepared for success in the twenty-first century. Student behaviors are observed to ensure they have the skills needed to succeed in college and life. Observable behaviors consist of ways of thinking, ways of working, tools for working, and ways of thinking intelligently. In addition, a school-wide list of shared best practices was developed by the Curriculum Council. Administration confirms the implementation of these shared best practices during their walkthroughs. Best practices consist of: technology integration, maximizing student engagement, checking for understanding, and higher order questioning. Administration meets with teachers in an ongoing manner to provide them with feedback and support regarding their craft.

School leaders believe students should feel empowered to take initiative. All traditions, clubs, and projects at ISCHS are student driven. Traditions include a homecoming family picnic, a themed field day event, "ISCHS Factor" and "Taste of Diversity." Clubs include robotics, dance, video gaming, chess and yearbook. Students have created a recycling program, "Project Green," a homeless awareness campaign featured in the local news, a Gay and Straight Alliance, and most recently, a garden, in our urban setting.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Florida Comprehensive Assessment Test (FCAT)</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Apr	Apr
SCHOOL SCORES*					
Level 3 or above				92	
Level 4 or above				53	
Number of students tested				83	
Percent of total students tested				100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment				0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above				93	
Level 4 or above				43	
Number of students tested				40	
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above				100	
Level 4 or above				58	
Number of students tested				12	
4. Hispanic or Latino Students					
Level 3 or above				90	
Level 4 or above				49	
Number of students tested				69	
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above				100	
Level 4 or above				77	
Number of students tested				13	
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Gifted					
Level 3 or above				100	
Level 4 or above				90	
Number of students tested				10	
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: There is no data to report for 10th grade students in 2009-2010 because that cohort took the Algebra EOC Field Test. The last year the FCAT Math was administered in high school was 2010 - 2011, so there is no FCAT data to report after the 2010 - 2011 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Geometry End of Course Exam (EOC)</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Jan	Jan
SCHOOL SCORES*					
Level 3 or above	92	83	65		
Level 4 or above	50	50	26		
Number of students tested	95	91	128		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	89	65	66		
Level 4 or above	43	28	27		
Number of students tested	68	43	73		
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above	75	60	40		
Level 4 or above	42	33	15		
Number of students tested	12	15	20		
4. Hispanic or Latino Students					
Level 3 or above	90	68	63		
Level 4 or above	50	30	23		
Number of students tested	80	50	97		
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above		96	74		
Level 4 or above		67	36		
Number of students tested		21	27		
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: The Geometry EOC results are indicative of both 9th and 10th grade students' performance. However, our 9th grade students (less in number) tend to outperform our 10th grade students. For example, during the 2011 - 2012 school year 20 percent of our 9th grade students earned a level 5 versus 2 percent of our 10th; yet the table is indicative of the average. Student performance on the Geometry EOC has steadily increased as a result of teacher training and better understanding of exam content.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Apr	Apr
SCHOOL SCORES*					
Level 3 or above					72
Level 4 or above					32
Number of students tested					94
Percent of total students tested					100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above					73
Level 4 or above					27
Number of students tested					44
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above					38
Level 4 or above					8
Number of students tested					13
4. Hispanic or Latino Students					
Level 3 or above					72
Level 4 or above					32
Number of students tested					72
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above					79
Level 4 or above					37
Number of students tested					19
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Gifted					
Level 3 or above					100
Level 4 or above					80
Number of students tested					10
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: There is no data to report after the 2009-2010 school year because the state transitioned from the Mathematics FCAT to the Algebra End of Course Examination (EOC).

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Algebra End of Course Examination (EOC)</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Jan
SCHOOL SCORES*					
Level 3 or above	72	72	62	66	
Level 4 or above	23	33	23	11	
Number of students tested	72	46	53	94	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	71	74	61	73	
Level 4 or above	24	37	16	8	
Number of students tested	17	38	38	62	
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above	65	55	59	50	
Level 4 or above	20	18	24	14	
Number of students tested	31	11	17	14	
4. Hispanic or Latino Students					
Level 3 or above	72	71	61	66	
Level 4 or above	24	34	20	10	
Number of students tested	25	41	49	82	
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	68				
Level 4 or above	14				
Number of students tested	41				
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: The data for 2010-2013 is indicative of 9th grade students' performance on the Algebra EOC. The 2013-2014 school year is the average of 9th and 10 grade students' performance. Beginning in 2009-2010, ISCHS became a middle/high with two different location numbers. These scores do not reflect the performance of our 7th and 8th grade students in Algebra who significantly outperform our 9th grade students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT and FCAT 2.0</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	75	71	54	86	61
Level 4 or above	52	44	29	58	44
Number of students tested	92	97	107	84	93
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	73	63	52	80	58
Level 4 or above	49	29	29	46	50
Number of students tested	51	59	69	40	38
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above	46	22	18	58	
Level 4 or above	21	0	9	8	
Number of students tested	24	23	22	12	
4. Hispanic or Latino Students					
Level 3 or above	76	70	56	90	68
Level 4 or above	50	40	31	59	52
Number of students tested	58	71	90	70	68
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	73	75	57	69	58
Level 4 or above	54	54	21	62	32
Number of students tested	33	24	14	13	19
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Gifted					
Level 3 or above				100	92
Level 4 or above				90	84
Number of students tested				10	13
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: Data for 2010 - 2014 is indicative of Grade 10 Reading FCAT 2.0. Data for 2009 - 2010 is indicative of FCAT Reading. During winter break of the 2008-2009 school year, ISCHS moved from a site situated in an extremely affluent city, "Coral Gables," to an inner city setting. ISCHS opened a middle school serving grades 6-8 in 2009. Students enrolling at ISCHS were from a very different social economic background than the high school students who were enrolled when the school was in Coral Gables. Tenth grade data presented in this table for the 2011-2012 school year is indicative of the first group of 7th grade students who enrolled at ISCHS. Students who initially enrolled in the middle school steadily made gains on state mandated examinations.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT and FCAT 2.0</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level 3 or above	78	70	78	55	65
Level 4 or above	47	46	40	24	27
Number of students tested	106	87	94	113	93
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	76	69	74	59	61
Level 4 or above	40	41	29	23	25
Number of students tested	55	49	53	73	44
2. Students receiving Special Education					
Level 3 or above					
Level 4 or above					
Number of students tested					
3. English Language Learner Students					
Level 3 or above	55	14	50	6	8
Level 4 or above	14	5	13	6	0
Number of students tested	22	21	24	18	12
4. Hispanic or Latino Students					
Level 3 or above	80	72	74	56	68
Level 4 or above	48	47	36	24	31
Number of students tested	75	58	72	98	72
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	72	68	90	46	61
Level 4 or above	45	46	53	23	17
Number of students tested	29	28	21	13	18
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Gifted					
Level 3 or above		100			100
Level 4 or above		91			70
Number of students tested		11			10
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: Data reported in this chart is for Reading FCAT 2.0 with the exception of the 2009 - 2010 school year when students took the Reading FCAT. During winter break of the 2008-2009 school year, ISCHS moved from a site situated in an extremely affluent city, "Coral Gables," to an inner city setting. ISCHS opened a middle school serving grades 6-8 in 2009. Students enrolling at ISCHS were from a very different social economic background than the high school students who were enrolled when the school was in Coral Gables. Ninth grade data presented in this table for the 2010-2011 school year is indicative of the first group of eighth grade students who enrolled at ISCHS. These students steadily made gains on state mandated examinations even though the table shows a dip in achievement during 2010-2011.