Itech@Thomas A Edison Educational Center

2016-17 Schoolwide Improvement Plan

Itech@Thomas A Edison Educational Center

6101 NW 2ND AVE, Miami, FL 33127

[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	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2017-18	2014-15
Grade	B	D*

*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

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 Itech@Thomas A Edison Educational Center

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The administration, faculty, staff, parents, and community of iTech @ Thomas A. Edison Educational Center will provide our students with a safe technology driven environment where they can develop knowledge, integrity, and skills necessary to achieve success in the real world.

b. Provide the school's vision statement.

The students of iTech @ Thomas A. Edison will be fully engaged in real world experiences that will provide them with the tools to think critically, collaborate, communicate, create, and innovate in a technology driven environment.

2. School Environment

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

Our school culture is based on a technology driven global business atmosphere. The school culture is dependent on student behavior and academic that are met by establishing strong relationships. Learning to meet and build on the needs is a process that includes all the stakeholders of the school. All iTech teachers engage in before school and/or afterschool club activities. Students and teachers alike spend time learning about each others diverse cultures and building relationship during extracurricular activities. iTech incorporates weekly school wide team building activities for an hour afterschool that involve all that would like to stay and join. Teachers also reach out to parents, business, and local community members to become acquainted with our diverse population.

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

iTech creates a safe and respectful environment by reinforcing school rules in and out of the classroom. iTech also has security staff ensuring the safety of the students in the school. Students are encouraged to communicate with all staff members in person or through their school email any concerns or needs that they may encounter. Counseling is made available to all students at the request of the student or a teacher.

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.

All teachers use classroom management strategies to target any issues. Instructional strategies are in place to engage all students from bell to bell. The school wide behavioral plan targets procedures for any incidents that are disciplinary in nature. Teachers are to give verbal warnings, contact a parent or guardian, and then contact administration if the incidents persist. iTech's code of student conduct also guide faculty on protocols and behavioral plans.

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.

Students have access to meet with the guidance counselor at their discretion or at a teacher's suggestion. Students are building relationships with other students through extracurricular activities and through the unity within their chosen academy.

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.

iTech will collect quarterly data for attendance, suspensions, and failures. Data chats with faculty to target consequences and reward to lead to improvements in the assessed data. Students with level one assessments in English Language Arts will take an Intensive Reading course. Students with level one in state assessments of English Language Arts or mathematics will have their grades assessed quarterly to create targeted intervention.

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	3	5	7	0	15
One or more suspensions	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	23	14	26	0	63
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	35	61	63	0	159

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	19	6	9	0	34

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

The school has various strategies in place to improve student academic performance. Students with low assessment scores receive an additional reading course to enhance their English language arts curriculum. These students will receive specialized instructional strategies like differentiated instruction. Students will also receiving counseling for both academic and behavioral issues. Parent contact will be made to discuss the early warning indicators and there will be constant progress monitoring.

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 (PFEP), which is available at the school site.

2. Description

iTech is building an open relationship with its parents through their involvement with the EESAC and the PTA. Parents are encouraged to contact the school with any concerns and also ask to attain their volunteer status to become a positive force within the school. The school has also built strong relationships with Miami Dade College, Microsoft, and SAP to enhance its technological and academic components.
The school had an Open House at the beginning of the school year:The principal shared the mission and vision of the school. Faculty members introduced themselves one by one and described the nature of the instruction they provide, the requirements for students success, and their expectations in terms of parent support. Parents had an opportunity to visit the classrooms to witness their equipment and organization, and interact with the teachers.
Parents have access to the school internal website where they can see announcements about the educational and school spirit activities on a continuous basis. The school utilizes an online collaboration platform that is being used for instructional purposes by its faculty, students, and parents: Teachers assign work, students turn it in, and parents can monitor their child's work.

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.

iTech has reached out to business and community leaders in order to build partnerships with stakeholders in the community. These member s have been invited to join the EESAC and support the school and its students.

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
Aristide, Wallace	Principal
Benjamin, Guilhene	School Counselor
Zini, Luca	Teacher, K-12
Gabriel, Valencia	Teacher, K-12
Jones, Denise	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.

Plans, organizes, administers, and directs all activities and functions in the school and its facilities to make it a responsible, effective, and efficient instructional environment that will lead to student achievement.

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.

Creates a unity with all stakeholders by coordinating faculty meetings, facility maintenance, student achievement, community partnerships, budgets, and all policies and procedures having do to with the school and all its components.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Layda Nasr	Principal
Yelena Stewart Revere	Teacher

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

EESAC reviewed the school improvement plan. As it was the first year the school was open they were able to work together to set goals for the school and its community. EESAC wants to focus on student assessment passing rates with the implementation of intensive courses to help students in their areas of weakness.

b. Development of this school improvement plan

A draft of the SIP was submitted to the EESAC for review and approval. The council approved it and suggested strategies that apply to the four goals that were set. The EESAC will conduct a mid-year review and evaluation of the document to determine whether the strategies proposed were applied and whether they yielded the expected results. Throughout the year, the Council will update the SIP, based on their observations, to ensure that the SIP goals are met.

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

The EESAC will review the school's annual budget and make recommendations to ensure that funds are used in a manner that facilitates the implementation of the SIP and benefits student achievement.

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

The funds allocated from last year were used to purchase buses for student trips to learn about history, theater, and technology.

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
Aristide, Wallace	Principal
Zini, Luca	Teacher, K-12
Benjamin, Guilhene	School Counselor

b. Duties

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

The Literacy Leadership Team is composed of iTech teachers and administrators that promote literacy through interdisciplinary writing and reading. Every faculty member will attend professional development on introducing literacy into their curriculum. Specific initiatives will include a writing across the curriculum program, as well as a comprehensive FSA reading program in which students are provided targeted, specific instruction to allow them to master FSA reading skills, both for first time test takers, as well as retesters.

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.

iTech has a small number of students with a small staff. Collaborative planning between subjects is encouraged before or after school. Professional development within the school addresses collaboration and instructional strategies to help engage the students.

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

iTech has recruited highly qualified teachers for all areas of the core courses and specialist magnet academy classes. In order to best develop and retain teachers there is a positive atmosphere that encourages all staff members to attend professional development.

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

There is only a few departments with more than one teacher. We will have one new teacher in the English Language Arts Department. They will be mentored by Margaret Neely who is a veteran teacher and also understands the vision of our specialized high technology school. Ms. Neely is in the position of lead teacher for the 2016-2017 school year, and will mentor new teachers. Mentoring and support are also provided by the district to assist the needs of the teacher.

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.

iTech core courses are taught by highly qualified teachers who follow the pacing guide and use materials that directly correlate to the Florida 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.

iTech collected state standardized assessment data for each student in order to provide students with targeted instructions. Teachers used that data and formal classroom assessments to provide students with differentiation and instructional strategies that will ensure student learning.

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: After School Program
Minutes added to school year: 9,600

Their is an afterschool study hall every school day for one hour. Students can attend student hall afterschool and receive help on their assignments. Students can also contact their teachers who, if requested, will stay to help individual students.

Strategy Rationale

Allowing the students to an opportunity to receive one to one instruction in their areas of weakness.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Aristide, Wallace, pr7005@dadeschools.net

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

Grades will be monitored every month to ensure that those who need one to one instruction attend study hall and receive the help they need in their targeted areas.

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.

iTech's counselor advises students on their courses, credits, and transition. Student graduation plans in tandem with transcripts are audited each semester to assure students are on track for graduation with their cohorts.

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.

iTech's magnet program has three specialized academies which have established partners such as Microsoft, SAP, ESRI, and Miami-Dade College to collaborate with the students and their future aspirations in this global society.

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

iTech has programs in Geospatial Information Systems technology where student will work towards their GIS technician certificate, Enterprise Resource Planning software specialist where student will be certified to use SAP, network systems administrators certified in networking, and information technology to certify in CIW.

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

Students of this STEM magnet have technology integrated into all academic courses. Students are place in academic strands that target either GIS, ERP, or iCode.

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.

Students are encouraged to strive for honor roll, honors course, advanced placement courses, and dual enrollment courses.

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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is improved in all content areas then student achievement will increase.

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 improved in all content areas then student achievement will increase. 1a

🔑 G088231

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	60.0
ELA/Reading Gains	50.0
Bio I EOC Pass	40.0

Targeted Barriers to Achieving the Goal 3

- Students struggle with their reading comprehension and understanding text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Portal Access to Pacing Guides to through Learning Village MDCPS District Personnel High expectations and rigor for learning communicated to students by staff. Technology supplied to students by iTech such as tablets, eTextbooks, OneNote, etc.

Plan to Monitor Progress Toward G1. 8

Monitoring of professional development and instruction

Person Responsible

Wallace Aristide

Schedule

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

Evidence of Completion

Attendance of professional development, walk-throughs, and data assessment.

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 improved in all content areas then student achievement will increase. [1]

G088231

G1.B1 Students struggle with their reading comprehension and understanding text. [2]

B234606

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. [4]

S247327

Strategy Rationale

Teachers will learn how to promote reading in and out of the classroom as well as how to check for understanding from the students.

Action Step 1 [5]

Digital Convergence Professional Development

Person Responsible

Luca Zini

Schedule

On 11/30/2016

Evidence of Completion

Attendance at district professional development meeting, walk-throughs, and data from assessments.

Action Step 2 [5]

Use data to differentiate instruction.

Person Responsible

Wallace Aristide

Schedule

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

Evidence of Completion

Classroom walkthroughs and lesson plans.

Action Step 3 5

Cross- Curricular Best Practices Monthly Meetings.

Person Responsible

Wallace Aristide

Schedule

Monthly, from 8/30/2016 to 6/1/2017

Evidence of Completion

Lesson Plans, Classroom Walkthroughs. Annual PD Schedule and Agendas.

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

Monitoring of professional development and instruction

Person Responsible

Wallace Aristide

Schedule

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

Evidence of Completion

Attendance of professional development, walk-throughs, and data assessment.

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

Monitoring of professional development and instruction

Person Responsible

Wallace Aristide

Schedule

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

Evidence of Completion

Attendance of professional development, walk-throughs, and data assessment.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 🔑 A322044	Digital Convergence Professional Development	Zini, Luca	8/30/2016	Attendance at district professional development meeting, walk-throughs, and data from assessments.	11/30/2016 one-time
G1.B1.S1.A3 🔑 A322046	Cross- Curricular Best Practices Monthly Meetings.	Aristide, Wallace	8/30/2016	Lesson Plans, Classroom Walkthroughs. Annual PD Schedule and Agendas.	6/1/2017 monthly
G1.MA1 🔑 M335163	Monitoring of professional development and instruction	Aristide, Wallace	8/22/2016	Attendance of professional development, walk-throughs, and data assessment.	6/8/2017 quarterly
G1.B1.S1.MA1 🔑 M335161	Monitoring of professional development and instruction	Aristide, Wallace	8/22/2016	Attendance of professional development, walk-throughs, and data assessment.	6/8/2017 quarterly
G1.B1.S1.MA1 🔑 M335162	Monitoring of professional development and instruction	Aristide, Wallace	8/22/2016	Attendance of professional development, walk-throughs, and data assessment.	6/8/2017 quarterly
G1.B1.S1.A2 🔑 A322045	Use data to differentiate instruction.	Aristide, Wallace	8/22/2016	Classroom walkthroughs and lesson plans.	6/8/2017 biweekly

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 improved in all content areas then student achievement will increase.

G1.B1 Students struggle with their reading comprehension and understanding text.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Digital Convergence Professional Development

Facilitator

District Professional Development

Participants

Faculty

Schedule

On 11/30/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Digital Convergence Professional Development	$0.00
2	G1.B1.S1.A2	Use data to differentiate instruction.	$0.00
3	G1.B1.S1.A3	Cross- Curricular Best Practices Monthly Meetings.	$0.00
		Total:	$0.00