Miami-Dade County Public Schools

Itech@Thomas A Edison Educational Center

2021-22 Schoolwide Improvement Plan

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Itech@Thomas A Edison Educational Center

6101 NW 2ND AVE, Miami, FL 33127

[no web address on file]

Demographics

Principal: Wallace Aristide

Start Date for this Principal: 7/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (60%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	91%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

iTech provides life long and meaningful educational opportunities via transformative career preparation, service learning experiences and a variety of industry program modalities that allow students to earn technical certification(s).

Provide the school's vision statement.

The vision at iTech is to empower and transform scholars into future trailblazers and progressive leaders that positively impact the school and local communities. Our vision is to also foster creativity and critical thinking, while simultaneously using state-of-the-art training technologies.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Aristide, Wallace	Principal	Principal of iTech, oversees and ensures all academic and operational initiatives are successful.
McCloud, Tracy	Assistant Principal	Bridges the administration and school operations to department chairs.
Purcell, Charles	Magnet Coordinator	Lead teacher, Academy Department Chair, will oversee all activities and programs within our 3 academes, iCode, GIS, and ERP.
Fiori, Rebecca	Teacher, K-12	ELA Department Chair. Will oversee ELA progress monitoring, department meetings, ELA tutoring, and improving ELA instruction.
Armand, Vanessa	School Counselor	Oversee all counseling services and mental health programs. Will lead our culture and climate initiatives.
Piccolino, David	Teacher, K-12	Science Department Chair, STEM Designation liaison, Science Fair coordinator, SECME coordinator, Science Club sponsor, Fairchild Challenge coordinator, Aspen Challenge Coordinator, and Mental Bridges coordinator.

Demographic Information

Principal start date
Wednesday 7/28/2021, Wallace Aristide

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

300

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	91	104	97	51	343
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	28	24	27	29	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	22	22	2	49
Course failure in Math	0	0	0	0	0	0	0	0	0	5	29	14	6	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	15	20	18	5	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	12	22	16	9	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	43	0	0	0	43

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	13	36	33	9	91

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	0	2

Date this data was collected or last updated

Thursday 7/29/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	107	100	54	39	300
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	22	28	9	4	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	21	2	0	46
Course failure in Math	0	0	0	0	0	0	0	0	0	28	14	6	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	19	18	6	7	50
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	21	16	9	17	63

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	33	33	9	8	83

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	0	2	4

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	59%	56%	51%	59%	56%
ELA Learning Gains				48%	54%	51%	62%	56%	53%
ELA Lowest 25th Percentile				42%	48%	42%	60%	51%	44%
Math Achievement				45%	54%	51%	44%	51%	51%
Math Learning Gains				43%	52%	48%	49%	50%	48%
Math Lowest 25th Percentile				41%	51%	45%	53%	51%	45%
Science Achievement				59%	68%	68%	82%	65%	67%
Social Studies Achievement				81%	76%	73%	82%	73%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	52%	55%	-3%	55%	-3%
Cohort Comparison						
10	2021					
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	68%	-6%	67%	-5%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	71%	10%	70%	11%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	63%	-25%	61%	-23%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	54%	-3%	57%	-6%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was taken using the MYA (Mid Year Assessments)

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	44	0
	Economically Disadvantaged	0	44	0
	Students With Disabilities	0	57	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	52	0
	Economically Disadvantaged	0	51	0
	Students With Disabilities	0	33	0
	English Language Learners	0	29	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	47	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	41	0
	Economically Disadvantaged	0	40	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	62	0
	Economically Disadvantaged	0	67	0
	Students With Disabilities	0	80	0
	English Language Learners	0	38	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD				33							
ELL	16	24	17	32	47	62	52	60			
BLK	30	30	26	23	28	40	55	52		96	83
HSP	46	46	31	35	40		71	85		100	73
FRL	37	37	33	26	30	44	57	65		97	79

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	26	41	36	45	53	42	64			100	40
BLK	44	41	44	42	41	36	48	84		98	56
HSP	48	57		57	48		82	73			
FRL	47	47	42	44	42	43	61	87		98	54

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	24	53		53	47						
BLK	45	57	65	41	50	64	84	80			
HSP	61	67		50	37						
FRL	46	61	58	43	48	50	79	79			

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	11
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings: ELA achievement decreased by 3 percentage points.
Math Achievement decreased by 6 percentage points.
Science Achievement decreased by 23 percentage points.
Social Studies Achievement decreased by 2 percentage points.
ELA Grade 09 was 3 percentage points lower than District and Grade 10 was 11 percentage points lower than the District.
The subgroup data review shows the trend of the ELL subgroup having a significant lower achievement in ELA Achievement ranging from a gap as large as 22 percentage point difference in 2019 and a gap as large as 37 percentage point difference in 2018.

2021 data findings:
For the FSA EOC assessments we were below the district average in ELA, Algebra, Geometry Biology, and US History for the Spring assessments.
The following are the proficiency rates of students who received a 3 or above on the FSA exams in 2020-2021
ELA 9th grade 33%
ELA 10th grade 38%
Algebra Spring 9%
Algebra Winter 35%
Geometry Spring 37%
Geometry Winter 61%
Biology Spring 59%
Biology Winter 81%
US History Spring 68%
US History Winter 46%

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings: All subject areas had a decrease in Achievement. In ELA, the ELL subgroup had significant lower achievement in ELA Achievement and ELA LG. The 10th Grade ELA was -11 percentage points in the School District Comparison whereas the ELA Grade 09 was -3 percentage points. According to the School Grade Component, the ELA data for 2018-2019 reflects a decrease in learning gains with an overall score of 48%, compared to the 2017-2018 overall score of 62%, a 14 percentage point decrease.

2021 data findings: We can improve our proficiency scores across all areas to move beyond the District average however it appears that our greatest need for improvement is in Mathematics, particularly Algebra as the Spring assessment has received a 9% proficiency in level 3 and above.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In 2019 we did not have a robust plan of beyond the bell learning and interventions. We also needed to improve our ongoing progress monitoring to identify where services such as tutoring can best be utilized. New actions needed are to increase the tutoring service and expand on Saturday Academy, Winter Academy, and Spring Break Academy using data from monthly progress monitoring.
In this new school year, in order to address our academic concerns we are maintaining each department to accountability in ongoing progress monitoring to ensure that we identify the students in need of additional intervention and tutoring services with diligence. In addition, we will have collaborative planning and allow our instructional staff to focus on the standards and standards-based resources provided by the District.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 data findings: The History EOC assessment was 81%, 10 percentage points above the District average of 71% and 11 percentage points above the State average of 70%.
2021 data findings: The Biology EOC Winter assessment was 81%, 9 percentage points above the District average of 72%.

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

2019 data findings: Instruction in this course was aligned to the standards and engaged students to be global citizens.
2021 Findings: Our winter Biology scores were successful as the science department had a successful initiative for standards-driven review sessions during class time. We also offered opportunities for beyond the bell science review during tutoring hours.

What strategies will need to be implemented in order to accelerate learning?

Ongoing Progress Monitoring (OPM) and Technology Integration are the strategies to be implemented to accelerate learning. With Ongoing Progress Monitoring, we can identify students who need additional intervention in Reading and Writing and other subject areas. The SLT working with each department will closely examine why students continue to struggle with given standards and determine how teachers can be empowered to provide effective standards-aligned instruction as evidenced by monthly department and leadership team meetings. Technology Integration will provide equitable access to quality and innovative instructional programs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our School Leadership Team offers opportunity of professional development (PD) based on their needs from their feedback, surveys, and their specific student data. In house PD and out of school/ online District sponsored PD events are planned throughout each quarter. Our administration provides feedback to all teachers to encourage growth and department chairs provide strategic support based on individual goals. We will offer opportunities of progress monitoring best practices as well as how to integrate technology into the classroom.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We are committed to providing all of our students with instruction and high standard services. Our team at iTech has taken steps to do this by having teachers share out their best practices, attend ICAD meetings and hold department meetings to ensure that all standards are being taught utilizing programs to provide high quality lesson plans, assessments, and data collection.

We will continue our monthly data chats where we identified the groups of students who have performed below certain benchmark expectations of proficiency utilizing teacher formative assessments, qualitative assessments, and district assessments. We will maintain our expansion of our tutoring services and provide differentiated instruction in their coursework to close the learning gaps.
We will continue to provide extended learning opportunities to students for all including MDCPS AmeriCorps members who provide extended learning opportunities in their coursework during school hours. We will also assign teachers after school hours to provide interventions and homework assistance to targeted students. In addition to our beyond the bell learning, we will continue our Saturday Academy, Winter Academy, and Spring Break Academy for extra services in our subject areas to our students with the goal of increasing their academic success in course benchmarks. Students are also given the opportunity with the FIU Hope Program to make appointments after school for supplementary tutoring services to fit their schedule outside of iTech's tutoring calendar.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Our school's STEM committee would like to improve our STEM Designation from "Silver" which we received in the 2020-2021 to "Gold" in the upcoming 2021-2022 school year.
Measurable Outcome:	Measurable outcomes will be assessed in the District's official STEM Designation rubric.
Monitoring:	Successful implementation will be evidenced by artifacts collected and submitted for review by the STEM Designation liaison of technology integration into STEM lessons. STEM Committee meetings will be held monthly to ensure that we are meeting the rubric's goals and competition deadlines.
Person responsible for monitoring outcome:	David Piccolino (313136@dadeschools.net)
Evidence-based Strategy:	Shared leadership will be the area of focus as building up new teacher leaders is a more effective way of being successful, having buy in, and overall maintaining effective initiatives instead of a one person leadership style.
Rationale for Evidence-based Strategy:	Shared leadership will allow us to have a robust foundation as it relates to STEM integration across many areas of our school. We will be committed to create new impactful partnerships, focus on industry certifications/dual enrollment, create improved STEM 4.0 lessons, and maintain our STEM related clubs and competitions which can only happen when our school leaders are brought in to assist us in these programs.

Action Steps to Implement

8/31 - 10/11 - The STEM Designation liaison will continue to attend department meetings to share ways of incorporating successful technology integrations into their STEM 4.0 lesson plans. Successful implementation will be evidenced by the collection of the necessary artifacts for our designation process. The STEM Designation liaison will also assist in documenting the STEM partnerships, competitions, and all applicable rubric items to be uploaded on the STEM Designation website.

Person Responsible David Piccolino (313136@dadeschools.net)

8/31-10/11 - Dr. Cash will lead robotics this year with the support of Mr. Purcell who will meet monthly with the Magnet Department to ensure that the robotics competitions and CTE competitions of FBLA and DECA are being implemented successfully and to identify where other members of the faculty can assist. Successful implementation will be evidenced by the competition registrations and the CTE student organization registrations.

Person Responsible Charles Purcell (cpurcell@dadeschools.net)

8/19 - Dr. Piccolino will hold an in house PD on the STEM Designation rubric and how our staff can be involved in obtaining the Gold designation for the 2021-2022 school year. As a result teachers will develop STEM 4.0 lessons, partnerships, and enter competitions aligned to our STEM goals.

Person Responsible David Piccolino (313136@dadeschools.net)

8/31-10/11 - Teachers will develop STEM 4.0 lesson plans reviewed quarterly by Dr. Piccolino to ensure that standards in Science and Math are being met while also incorporating a strong Technology and Engineering component.

Person Responsible David Piccolino (313136@dadeschools.net)

11/1-12/21 - We will build a STEM partnership Barry University allowing our students STEM opportunities aligned to standards. They will come to our school in November and we will visit their school in the month of December. Successful implementation will be evidenced by the documentation of partnerships from the STEM Designation community partnership forms.

Person Responsible David Piccolino (313136@dadeschools.net)

11/1-12/21 - Our iTech students will register and prepare for SECME competitions and Science Fair competitions with mentors from our Science Department. Successful implementation will be evidenced by the completion of projects and competitions as documented on the STEM Designation rubric.

Person Responsible David Piccolino (313136@dadeschools.net)

1/31- 4/29 - Staff will collaborate to host a successful VEX robotics competition on 2/12/22 and facilitate Dr. Cash with the robotics program.

Person Responsible David Piccolino (313136@dadeschools.net)

1/31- 4/29 - Dr.Piccolino will provide support to each STEM teacher to build a STEM wall in each of their classrooms showcasing a STEM 4.0 lesson.

Person Responsible David Piccolino (313136@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Standards-aligned instruction. We selected this area of focus based on our findings that demonstrated our 2021 ELA proficiency at 36%, a 12 percentage point decrease from 2019. We are not meeting the needs of all learners therefore it is evident that we must improve our ability to have our instruction focus more closely on the standards being tested to improve success on the levels of the students we serve. We will improve the instruction necessary to align standards to grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Standards-aligned instruction, then our student achievement will increase by a minimum of 10 percentage points in high stakes assessment such as the EOC.
Monitoring:	The Leadership Team will review monthly lesson plans for classroom and in tutoring for indication of standards-aligned instruction. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. Data and lesson plans will be analyzed during department meetings to ensure students are demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Tracy McCloud (tmccloud@dadeschools.net)
Evidence-based Strategy:	Technology Integration will be implemented for this area of focus as it will assist in students engagement and allow for easier progress monitoring and standard based tools.
Rationale for Evidence-based Strategy:	Technology integration used in general content areas will allow students to be more engaged in their learning and problem solving. District approved technology programs and apps are aligned to specific grade level standards which will ensure students are being assessed in correctly aligned instruction and aid in data collection for those standards.

Action Steps to Implement

8/31-10/11- We will create a monthly STEM newsletter to keep the staff informed on how they can facilitate the various STEM Designation competitions, initiatives, and programs that will allow for improved student success utilizing technology integration for all content areas. Successful implementation will be evidenced by the monthly newsletter emails sent to the staff.

Person Responsible David Piccolino (313136@dadeschools.net)

8/31-10/11- We will have a monthly best practice showcase during a faculty meeting where a staff member demonstrates how they utilize technology integration such as Padlet, Bulb, Flipgrid, Kahoot, etc. to show how it can improve student success in all content areas. Successful implementation will be evidenced by meeting agendas with the technology integration component included.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

8/31-10/11- Each teacher will be given professional development of creating STEM lesson using the SAMR model and will be required to document a STEM lesson once per quarter using the District's STEM 4.0 rubric. The first PD will be given by Dr. Piccolino in the opening of school meetings and department chairs will collect artifacts of evidence of the STEM lessons quarterly during their collaborative planning.

Successful implementation will be evidenced by the opening of school PD agenda and future quarterly meeting agendas.

Person Responsible David Piccolino (313136@dadeschools.net)

8/31-10/11- Each department will partner with a technology related business or organization and have at minimum of 4 interactions per year, 1 per quarter, documented by sign-in sheets. The interactions will utilize the District STEM designation rubric to ensure that the interaction was standards-driven and applies to the current topics of each subject area. All partnership forms will be submitted to Dr. Piccolino for adjudication. Successful implementation will be evidenced by uploaded partner sign-in sheets.

Person Responsible David Piccolino (313136@dadeschools.net)

11/1-12/21 - We will build a STEM partnerships with Fabrication Lab Miami allowing our students STEM opportunities linking our academic standards with engaging technology projects. We will visit their site on November 5th and November 10th. Successful implementation will be evidenced by the documentation of partnerships from the STEM Designation community partnership forms.

Person Responsible Charles Purcell (cpurcell@dadeschools.net)

11/1-12/21 - We will have students create a website and newsletter for our Esports program linking writing/reading/journalism skills to a student centered and interest activity. Successful implementation will be evidenced by the the uploading of the student created website and newsletter.

Person Responsible David Piccolino (313136@dadeschools.net)

1/31- 4/29 - We will have Fabrication Lab Miami come to iTech to start an enrichment program offering robotics, coding, and laser engraving to our students and document 2 more partnership coversheets for STEM Designation.

Person Responsible David Piccolino (313136@dadeschools.net)

1/31- 4/29 - Students who are not showing proficiency based on MYA data will receive opportunities for tutoring and intervention services. All teachers will complete data chats based on the recent Performance Matters assessments.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	The 2019 data shows all subject areas except for History were below the District average as our ELA achievement decreased by 3 percentage points, Math Achievement decreased by 6 percentage points, Science Achievement decreased by 23 percentage points, and Social Studies Achievement decreased by 2 percentage points. Our 2021 data also demonstrates that we were below the District average for students meeting proficiency in the Spring FSA scores across all subject areas with Math as our area of greatest need as our 2021 Math LG score was at 31%, a decrease of 12 percentage points when compared to the 2019 data. We have chosen differentiation as an overarching area based on our need to meet the unique needs of all our learners as we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the necessary scaffolding needed for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	Each teacher will conduct quarterly data chats with the administration, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on ongoing progress monitoring.
Person responsible for monitoring outcome:	Wallace Aristide (pr7005@dadeschools.net)
Evidence-based Strategy:	Ongoing Progress Monitoring will hold instructional staff accountable that their practices of differentiation and overall lessons are effective in targeting the given standards necessary for student success on FSA or industry certification exams.
Rationale for Evidence-based Strategy:	Ongoing progress monitoring is used to assess how well our students are performing in their academics allowing to quantify the rate of improvement or responsiveness to instruction and indicate how effective the instruction is.

Action Steps to Implement

8/31-10/11 - Each department will be held accountable for a monthly data chat meeting to identify the students in need of tutoring/intervention services. Successful implementation will be evidenced by the monthly meeting agendas and tutoring rosters.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

8/31-10/11 - Administration will hold quarterly meetings with each teacher to review the ongoing progress monitoring and see how the school can assist in increasing student success from our intervention and tutoring services. Successful implementation will be evidenced by the administration's data meeting log.

Person Responsible Wallace Aristide (pr7005@dadeschools.net)

8/31-10/11 - Ms. Rome will create a student project utilizing the school television system to display a digital marquee of differentiation happening in the classroom, updates on tutoring services, celebrating

success, intervention services, and other information to staff and students with the goal of increasing academic success. These digital marquees will be updated each month. Successful implementation will be evidenced by the monthly file being uploaded on the televisions coordinated by Ms. Rome's class.

Person Responsible Charles Purcell (cpurcell@dadeschools.net)

8/31-10/11 - Each department will have an FSA practice/industry certification practice at the end of each quarter based on item specifications. This will also include the new ELA curriculum with SAT/ACT readiness questions. This will allow our staff to gauge improvement from quarter to quarter and use data to drive our instructional decisions. Successful implementation will be evidenced by the assessment results on Performance Matters and certification practice exams.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

11/1 - 12/21 - Our school will use the new features on PowerBi data to identify the L25 students in each academic area supporting those students most in need of intervention and tutoring services. This will be evidenced by documentation of data analysis reports.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

11/1 - 12/21 - After the Schoology professional development held on 10/29, a teacher leader will give additional support to our staff as they used the tools for ongoing progress monitoring and improved parent -teacher communication. Successful implementation will be evidenced by meeting agendas.

Person Responsible Rebecca Fiori (rfiori@dadeschools.net)

1/31- 4/29 - Staff will receive a presentation based on where we stand on the MYA data and recent climate data. Data chat meeting will resume for each teacher.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

1/31- 4/29 - The leadership team will review all Senior graduation requirements and ensure the proper support is given to counseling, tutoring, and any support needed.

Person Responsible Vanessa Armand (varmand@dadeschools.net)

#4. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Based on a review of the Climate Survey the leadership team has identified parent involvement as a critical need due to 60% of staff strongly agreed/agreed with the statement, "I feel lack of concern/support from parents." This is a 17 percentage point increase from the previous year. Due to parent involvement being an important element of raising student success, we feel this is an area of focus we can improve upon.
Measurable Outcome:	The Leadership Team will connect parents to our school resources and communication channels. Quarterly Parent Nights will allow our staff to train parents on how to best monitor student work from the parent portal, best practices to provide proper environments for home learning, and increase teacher to parent communication. Increase in measurable outcomes will be in EESAC, PTA, and Parent Night attendance.
Monitoring:	Parent Teacher Nights, ESSAC, and PTA parent attendance will be monitored to track the successful parent engagement.
Person responsible for monitoring outcome:	Tracy McCloud (tmccloud@dadeschools.net)
Evidence-based Strategy:	Communicate with Stakeholders will be the evidence-based strategy used to ensure that each stakeholder is aware of what is happening in our school community and how they can each play a part to assist in any initiatives and ultimately increase student success.
Rationale for Evidence-based Strategy:	By having open channels of communication with the parents and keeping them up to date with school resources, the parents can understand and support what the school is doing and support and maintain a proper home learning environment for their child. We want to ensure that parents are not only informed but have an active voice in the school community to build a culture of inclusivity.

Action Steps to Implement

8/31-10/11 - We will hold a Parent Night each quarter where our staff will present information on how each parent can best assist their child in reaching success from their home environment. Parents can play a major role in increasing student success and we will encourage each parent to attend these parent nights with incentives such as culture night, food, and other activities. Successful implementation will be evidenced by parent attendance sign-in sheets.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

8/31-10/11 - The Leadership Team will contact parents of students most at risk regarding attendance, academics, or discipline issues to better connect these parents/guardians with our school resources and communication channels. This type of communication from the School Leadership team will be done each quarter in addition to the required parent communication documented by instructional staff's quarterly log of phone calls and email correspondences. Successful implementation will be evidenced by communication logs of phone calls, emails, and house visits.

Person Responsible Vanessa Armand (varmand@dadeschools.net)

8/31-10/11 - We will send out emails and flyers for parents to attend meetings such as ESSAC and update our school website with digital flyers when each event is planned.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

8/31-10/11 - We will translate each parent announcement to be in three languages, English, Spanish, and Haitian Creole. Each parent communication will also include a disclaimer asking if parents need to have any accommodation or translation service provided.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

11/1 - 12/21 - We will update the parents of the school's data findings and intervention services offered in our November and December ESSAC meetings. This will be evidenced by the ESSAC meeting minutes and agenda.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

11/1 - 12/21 - Teachers will have teacher-student data chats in each classroom going over the Unit Tests/ Mid Year/CTE practice tests/ etc. to ensure that each student is held to high expectations. Students will be aware of which standards to work on and offered opportunities for intervention. Parents will be made aware of the data through parent-teacher communication channels and successful implementation will be evidenced by teacher data binders.

Person Responsible Tracy McCloud (tmccloud@dadeschools.net)

1/31- 4/29 - To improve our school culture we are creating a PBS program where students will receive Positive Behavior Referrals if they have been exceptional at modeling ideal behaviors based on Values Matter principles. As an incentive a Positive Behavior referral will be selected to win a prize.

Person Responsible David Piccolino (313136@dadeschools.net)

1/31- 4/29 - To improve our school culture we are having a youth mentorship program Y.O.V.E. come on Mondays at 3:00-5:00 p.m. This is a women's mentorship program available to all student.s

Person Responsible David Piccolino (313136@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

iTech reported 0.8 incidents per 100 students. When compared to all high schools statewide, it falls into the very low category as the rate is less than the Statewide high school rate of 3.3 incidents per 100 students. We have no reports of violent or drug incidents. For 2019-2020, we had zero reported in school or out of school suspensions. For 2019-2020 we had 2 property incidents. Our school culture will be maintained through the lens of initiatives to promote safety and security for all students and staff. Our security officers will maintain their vigilance of their safety and observation procedures throughout the hallways of our school.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

iTech has always addressed building a positive school culture and environment as a way to meet our goals of seeing our school initiatives become accomplished. We have a strength in supporting care and connections. One example is how our growth mindset component was targeted through a student created program called MentalBridges where students built the website MentalBridges.org to provide our students with a way to easily connect to a counselor, receive support, and have access to information. In addition to this, we held school wide check in meetings where growth mindset was promoted. We also have been improving our culture and environment by celebrating student success, sharing accomplishments on social media, announcements, and during school meetings. Our maintenance of clubs, competitions, and activities even during the pandemic has helped to maintain a sense of community, belonging, purpose, and school pride from our staff and students.

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

Overall, we have increased our presence in the community of what we have to offer in our academies and our STEM curriculum. We did this by reaching out and making new connections/partnerships. We have a more focused and collaborative STEM committee with engaging STEM lessons and projects. STEM has been a central part of our SIP. We continue to have success in academics, dual enrollment, certifications, internships, and community involvement. Our culture has been even stronger as we came together to provide our students with everything they need to ensure their success even in these trying times. Examples of our stakeholders include partnerships with FIU, MDC, eGad Innova, AmeriCorp, Ignite Innovation Technology Foundation, Amazon, Gloibalxnet Technologies, Fairchild Garden, Mental Health organizations, and South Florida Digital Alliance.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00

4	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**	**$0.00**
		Total:	**$0.00**