

Miami-Dade County Public Schools

Itech@Thomas A Edison Educational Center



2022-23 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: 7/15/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: A (70%) 2018-19: B (56%) 2017-18: B (60%)
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	N/A
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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<https://www.floridacims.org>.

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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	Academy Department Chair who oversees all activities and programs within our 3 academes, iCode, GIS, and ERP.
Piccolino, David	Teacher, K-12	Science Department Chair, STEM Designation liaison, Science Fair coordinator, SECME coordinator, Club sponsor, Fairchild Challenge coordinator, Technology coordinator, Gradebook Manager, RJP coach, and Mental Bridges coordinator.

Demographic Information

Principal start date

Thursday 7/15/2021, Wallace Aristide

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

5

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

270

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	83	63	67	69	282	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	18	11	12	16	57	
One or more suspensions	0	0	0	0	0	0	0	0	0	16	2	2	2	22	
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	4	19	4	30	
Course failure in Math	0	0	0	0	0	0	0	0	0	5	3	0	1	9	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	23	11	10	0	44	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	32	16	10	0	58	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	29	12	16	5	62	

Using the table above, complete the table below with the number of students by current grade level who have 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	29	12	16	5	62

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	1	2

Date this data was collected or last updated

Tuesday 9/13/2022

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	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

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	71	77	74	51	273	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	17	17	29	74	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	2	0	4	
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	25	5	2	37	
Course failure in Math	0	0	0	0	0	0	0	0	0	2	0	1	6	9	
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	12	30	11	0	53	

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	12	24	6	9	51

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	2	1	0	4	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	1	0	3	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	54%	51%				48%	59%	56%
ELA Learning Gains	58%						48%	54%	51%
ELA Lowest 25th Percentile	68%						42%	48%	42%
Math Achievement	51%	42%	38%				45%	54%	51%
Math Learning Gains	70%						43%	52%	48%
Math Lowest 25th Percentile	90%						41%	51%	45%
Science Achievement	56%	41%	40%				59%	68%	68%
Social Studies Achievement	80%	56%	48%				81%	76%	73%

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

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
2022					
2019	62%	68%	-6%	67%	-5%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	71%	10%	70%	11%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	63%	-25%	61%	-23%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	54%	-3%	57%	-6%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	8	36		50	73						
ELL	23	48	40	70	82		58	65		92	82
BLK	40	57	71	39	72	88	53	85		100	89
HSP	58	60		68	72		60	70			
FRL	45	59	68	51	70	90	56	81		97	85
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	746
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The following are the proficiency achievement rates of students who received a 3 or above on the FSA exams in 2021-2022:

ELA 46%

Math 51%

Science 56%

Social Studies 80%

We are now an “A” school for the first time in our school's history. A trend in academic achievement occurred across core content areas in ELA, Math, and Social Studies as each had an increase in achievement rates when compared to the 2020-2021 school year. ELA Achievement has increased by 10 percentage points, Math Achievement increased by 25 percentage points, and Social Studies Achievement has increased by 12 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the School Grade Component, the Science Achievement data for 2021-2022 reflects an overall score of 56%, compared to the 2020-2021 overall score of 60%, a 4 percentage point decrease.

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

A contributing factor to this need for improvement in Science is that we had a first year teacher coming into the Science Department for the 2021-2022 school year. New actions such as increased Professional Development and Peer Mentoring would need to be taken to address this need for improvement.

To provide additional support in Science as well as in all core content areas, we will need to start our tutoring service earlier on in the school year and increase the attendance of targeted students in our Winter and Spring Break Academies. Also in this new school year, in order to address our academic concerns, we are holding each department to be accountable for their 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 tested standards and standards-based resources provided by the District.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the 2021-2022 Performance Matters Mid-Year Assessment, the US History reflects an overall score of 80%, compared to the 2020-2021 US History EOC overall score of 61%, a 19 percentage point decrease.

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

The addition of supplemental resources such as having consistency with Edgenuity, Escambia test prep materials, differentiated instruction, and the Social Studies Bootcamp were the contributing factors for this improvement.

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

Technology Integration and Ongoing Progress Monitoring 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.

Opportunities for professional development are offered to staff based on their surveys, feedback, and student data identifying their specific needs. 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. Progress monitoring, sharing of best practices, as well as how to integrate technology into the classroom such as utilizing the new Schoology LMS will be provided.

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

The School Leadership Team will provide extended learning opportunities to all students by assigning 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 for 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. Our monthly data monitoring will inform each department of the identified 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement Technology Integration relating to Standards-aligned instruction. We selected this area of focus based on our findings that demonstrated our 2022 Science Achievement at 56%, a 4 percentage point decrease from 2021. 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 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:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will review monthly lesson plans for classroom and tutoring instruction for indication of standards-aligned instruction. Data Analysis will be utilized to observe progress and inform decision making. Data and lesson plans will be analyzed during department meetings to ensure students are demonstrating growth on each standards.

Person responsible for monitoring outcome:

Tracy McCloud (tmcccloud@dadeschools.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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: Explain the rationale for

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.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/10 Our gradebook manager will offer a Schoology professional development at the Opening of School meeting to ensure that all staff are able to properly use this new Learning Management System across all content areas. The gradebook manager will teach the Schoology Grade Passback feature to import grades into the Pinnacle Gradebook by the first week of school. Successful implementation will be evidenced each month by the gradebook manager's updates on Schoology as well as support email communication troubleshooting any staff member's issues and questions.

Person Responsible David Piccolino (313136@dadeschools.net)

8/22-10/10- Professional development will be provided to staff on how to create a 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)

8/22-10/10 - To increase our implementation of technology, each department will partner with a technology related business or organization and have a 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)

8/22-10/10 - Each month during a faculty meeting, a selected teacher will showcase a best practice on how they integrate technology into their content area. This will provide other staff members with additional tools on on how to 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 (tmcccloud@dadeschools.net)

10/31-12/16- Students will participate and conduct the Fairchild Challenge Growing Beyond Earth research project with the science department. This will allow for technology integration within the Biology curriculum. Successful implementation will be evidenced by weekly research logs.

Person Responsible David Piccolino (313136@dadeschools.net)

10/31-12/16- Students will register Science Fair projects for the District's competition. This will allow technology integration to occur in a student centered method where they can link standards they are

learning in class to perform a project of their choice. Successful implementation will be evidenced by project summaries and registrations.

Person Responsible David Piccolino (313136@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement Ongoing Progress Monitoring relating to Differentiation. We selected this area of focus based on our findings that demonstrated our 2022 Algebra 1 proficiency rate is at 20%, 29 percentage point lower than the State average of 49. We are not meeting the needs of all learners therefore differentiating our instruction and using data to make decisions through Ongoing Progress Monitoring will improve success for our students. We will differentiate the standards of grade-level content in order to make learning gains and move towards a higher level of proficiency.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

If we successfully implement Differentiation, our overall Math Proficiency will increase by a minimum of 15 percentage points as evidenced by the 2023 State Assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Administration will conduct quarterly data chats with each teacher to 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 be reviewed monthly to observe progress in the proficiency of tested Math standards and which specific standards need to be remediated. The Leadership Team will analyze this data to ensure students are demonstrating growth on these remediated standards. Students who are not showing growth based on the ongoing progress monitoring will be targeted to receive our extended learning opportunities.

Person responsible for monitoring outcome:

Wallace Aristide (pr7005@dadeschools.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the

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.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22- 10/14 - After the Schoology professional development held on the opening of school meeting on how to utilize standards based grading and tracking on this platform, the gradebook manager will give additional monthly support to our staff as they use this new Learning Management System for ongoing progress monitoring. Successful implementation will be evidenced by meeting agendas and support email communication.

Person Responsible David Piccolino (313136@dadeschools.net)

10/3-10/14 - An FSA practice/industry certification practice will be given by each department during each quarter based on item specifications. 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 Charles Purcell (cpurcell@dadeschools.net)

9/29-10/14 - A monthly data chat meeting will be conducted within each department to identify the students in need of tutoring and intervention services. Successful implementation will be evidenced by the monthly meeting agendas and tutoring rosters.

Person Responsible Tracy McCloud (tmcccloud@dadeschools.net)

9/30-10/14 - Quarterly data meetings will be held from our administration 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)

10/31-12/16 - Tutoring will be held in all core content areas for the students identified as having deficient proficiency on certain standards. Successful implementation will be evidenced by tutoring sign-in sheets.

Person Responsible Tracy McCloud (tmcccloud@dadeschools.net)

10/31-12/16 - Academic data will be shared with the Community Involvement Specialist to aid in parents' knowledge of services provided at our school. Academic data will also be included during Attendance Review Committee meetings so services or referrals can be made to support these students. Successful Implementation will be evidenced by ARC i3 submissions.

Person Responsible David Piccolino (313136@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social and Emotional Learning**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on a review of the Climate Survey, the leadership team has identified a need in this area of positive culture as 56% of students strongly agreed/agreed with the statement, "The overall climate at my school is positive and helps me learn." This is only a 4 percentage point increase from the previous school year indicating that our efforts in this area are not sufficient. Due to Social and Emotional learning being a large part of school culture and an element in raising student success, we feel that this is an area of focus we can improve upon.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Social and Emotional Learning Initiatives, then our 2023 Climate Survey will have an increase in 15 percentage points in items dealing with School Culture such as question number 28.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Restorative Justice Practice activity logs, Positive Behavior Support reports, Youth Mentorship club attendance, and Parent Activity logs will be monitored to track the successful implementation of Social and Emotional Learning.

Person responsible for monitoring outcome:

Tracy McCloud (tmcccloud@dadeschools.net)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Rationale for Evidence-based Strategy: Explain the rationale for

A growing body of research indicates that schools that promote social and emotional learning are critical to students' academic, social, personal, and professional success. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and

selecting this specific strategy.**Describe the resources/ criteria used for selecting this strategy.**

empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 - We will utilize our Homeroom period to incorporate Restorative Justice Practice and advisement strategies such as a embedding a daily check in time with our students emphasizing on mental health and social-emotional well-being. Making these connections will change the way students learn and foster healthy relationships that will improve school climate and culture. Successful implementation will be evidenced by these daily homeroom activities.

Person**Responsible**

David Piccolino (313136@dadeschools.net)

9/30-10/14 - We will start a weekly Positive Behavior program where students will receive Positive Behavior Referrals when they model exceptional behaviors based on Values Matter principles. As an incentive, each Positive Behavior referral will be entered into a drawing for a prize and shared amongst faculty and staff during each Friday's afternoon announcement. Successful implementation will be evidenced by the Positive Behavior Referrals and the winners log for each weekly drawing.

Person**Responsible**

David Piccolino (313136@dadeschools.net)

9/6-10/14 - 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**

Tracy McCloud (tmcccloud@dadeschools.net)

9/16-10/14 - We will have an afterschool Youth Mentorship program offered to our students such as Y.O.V.E.(Youth of Valor Empowerment) coming to our school once a week. Successful implementation will be evidenced by attendance logs.

Person**Responsible**

Wallace Aristide (pr7005@dadeschools.net)

10/31-12/16- We will take part in the Do the Right Thing initiative and honor and celebrate those students who are encompassing positive values. Successful Implementation will be evidenced by DTRT nominations each month.

Person**Responsible**

David Piccolino (313136@dadeschools.net)

10/31-12/16- We will join the Pizza With a Cop program to recognize students who displayed positive attitudes and behaviors each month. Successful implementation will be evidenced by the roster of students attending the monthly celebration.

Person**Responsible**

David Piccolino (313136@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development**Area of Focus****Description**

and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on a review of the Staff Climate Survey, the leadership team has identified a need in this area of Leadership Development as only 20% of staff strongly agreed/agreed with the statement, "I feel that staff morale is high." This is a 60 percentage point decrease from the previous school year indicating that our efforts in this area are not sufficient. Due to Leadership Development being a large part of Transformational Leadership, we feel that this is an area of focus we can improve upon.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

If we successfully implement Leadership Development, then our 2023 Climate Survey will have an increase to 50 percentage points in our staff Strongly Agreeing/Agreeing with the Climate Survey's statement "I feel that staff morale is high."

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

In order to address this concern and to for leadership development to happen effectively amongst the staff, it is imperative that the Leadership Team meets regularly once a week to work on agenda items as one team, consider what will be the most effective communication methods, understand the Administration's vision as well as the school's mission statement, and to plan professional development courses encompassing healthy methods of shared leadership. Successful implementation will be evidenced by meeting agendas, professional development attendance, communication logs, and the successful implementation of shared leadership initiatives.

Person

responsible for monitoring outcome:

Charles Purcell (cpurcell@dadeschools.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Leadership Development will allow our staff to include more members to gain professional and personal stake in the school and its overall success. This commitment will lead to the increased productivity as members of iTech are actively participating in various aspects of the school and wish to see their efforts succeed.

Rationale for Evidence-based

Strategy:

Explain the

By expanding the number of people involved in making important decisions related to our school's organization, operation, and academics, we can have an increase in staff morale. Involving the staff and developing others as leaders will allow other teachers to gain professional and personal stake in initiatives and activities, and our leadership team can identify the skills necessary to assist stakeholders in being successful in these roles.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/10- The Leadership team will meet once a week to work on agenda items as one team, consider what will be better effective communication methods, understand the Administration's vision as well as the school's mission, and identify the needs of all staff members. Successful implementation will be evidenced by meeting agendas.

Person Responsible Wallace Aristide (pr7005@dadeschools.net)

8/22 -10/10- Dr. Piccolino will hold an in house PD on the STEM Designation rubric and how all our staff can be involved in obtaining the Gold designation for the 2022-2023 school year. He will provide monthly STEM updates and STEM support for each teacher in this initiative. As a result all teachers will collaborate on these shared goal and develop STEM 4.0 lessons, partnerships, and enter competitions aligned to our STEM goals. Successful implementation will be evidenced by artifact submittal in the STEM Designation shared collaboration folder.

Person Responsible David Piccolino (313136@dadeschools.net)

8/22 -10/10- Our Community Involvement Liaison will reach out to more stakeholders such as parents and community members to become more active in our school decision making processes including EESAC and PTSA. Successful implementation will be evidenced by the Community Involvement Liaison's call logs to parents and partners as well as stakeholder meeting attendance.

Person Responsible Tracy McCloud (tmcccloud@dadeschools.net)

8/22-10/10 -The administration will identify the need for boosting morale through incentive programs and rewards for positive performance. Motivational efforts and an incentive reward for to celebrate success for a staff member will be announced and celebrated monthly during faculty meetings. Successful implementation will be evidenced by the the faculty meeting's celebrating success agenda items.

Person Responsible Tracy McCloud (tmcccloud@dadeschools.net)

10/31-12/16- We will hold at least one staff luncheon each month to celebrate a certain monthly theme. This will provide more opportunities for to boost staff morale and celebrate success. Successful implementation will be evidenced by school calendar events

Person Responsible Tracy McCloud (tmcccloud@dadeschools.net)

10/31-12/16- Teacher leaders will share their best practices, projects, and classroom activities to be uploaded on our social media platforms as well as shared to all stakeholders during EESAC meetings. Successful implementation will be evidenced by EESAC meeting minutes.

Person Responsible Tracy McCloud (tmcccloud@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

n/a

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. This year we are creating a robust Restorative Justice Practices initiative where each homeroom will have an embedded time where students can check in and build connections valuable to their social and emotional learning. We also have been established programs on promoting a positive culture and environment by celebrating student success, our positive behavior referral program, and sharing accomplishments on social media and during school meetings. Our maintenance of clubs, competitions, and activities has helped to maintain a sense of community, belonging, purpose, and school pride from our staff and students. This school year we have added a focus on increasing morale and our leaders will check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, and having each member's voice heard.

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

We have reached out into our community to make many new connections and partnerships. We were successful in having an increased presence in our community of what we have to offer in our Magnet academies and our STEM curriculum. Our STEM committee continues to bring about robust STEM lessons, projects, and promote our school's vision. Our school leadership team has implemented successful plans involving academics, dual enrollment, certifications, internships, and community involvement allowing our school to receive the grade of an "A". Examples of community stakeholders include partnerships with FIU, MDC, Amazon, Globalxnet Technologies, Fairchild Garden, Mental Health organizations, Y.O.V.E., and South Florida Digital Alliance. Our community involvement specialist has been successful in increasing parent involvement and allowing for a more supportive network to be created.