Itech@Thomas A Edison Educational Center

2014-15 School Improvement Plan

Itech@Thomas A Edison Educational Center

6101 NW 2ND AVE, Miami, FL 33127

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	0	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

iTech is building an open relationship with its parents through their involvement with the EESAC and the PTA. Parents are encouraged to contact the school with any concerns and also ask to attain their volunteer status to become a positive force within the school. The school has also built strong relationships with Miami Dade College, Microsoft, and SAP to enhance its technological and academic components.

The school had an Open House at the beginning of the school year:The principal shared the mission and vision of the school. Faculty members introduced themselves one by one and described the nature of the instruction they provide, the requirements for students success, and their expectations in terms of parent support. Parents had an opportunity to visit the classrooms to witness their equipment and organization, and interact with the teachers.

Parents have access to the school internal website where they can see announcements about the educational and school spirit activities on a continuous basis. The school utilizes an online collaboration platform that is being used for instructional purposes by its faculty, students, and parents: Teachers assign work, students turn it in, and parents can monitor their child's work.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Nasr, Layda	Principal
Hernandez, Isabel	Teacher, K-12
Benjamin, Guilhene	Guidance Counselor

Duties

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Guilhène Benjamin	Education Support Employee
Xavier Balerdi	Teacher
Sean Gallagan	Principal

Duties

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

Evaluation of last year's school improvement plan

N/A (School opened August of 2014)

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

N/A (School opened August of 2014)

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Hernandez, Isabel	Teacher, K-12
Singh, Michelle	Teacher, K-12
Nasr, Layda	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is composed of iTech teachers and administrators that promote literacy through interdisciplinary writing and reading. Every faculty member will attend professional development on introducing literacy into their curriculum.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

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

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

There is only one teacher per department. Mentoring and support are provided by the district to assist the needs of the teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

iTech's lead teacher advises students on their courses, credits, and transition.

College and Career Readiness

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

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

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

iTech has programs in Geospatial Information Systems technology where student will work towards their GIS technician certificate, Enterprise Resource Planning software specialist where student will be certified to use SAP, web technologies certified in code, applied engineering to certify in AutoCad, communications technology to certify in Adobe Photoshop, and information technology to certify in Microsoft Office Specialist.

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students are encouraged to strive for honor roll, honors course, and advanced placement classes.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To engage parents in leadership and educational activities, empowering them to support their adolescents' academic achievement and to help them prepare for postsecondary education.

G2.   To increase student achievement by improving core instruction in all content areas.

G3.   Identify at-risk students and provide support that will increase their achievement.

G4.   Increase the use of programs and resources in order to expose students to Science, Technology, Engineering and Mathematics activities that will prepare students to be college and career ready.

Strategic Goals Detail

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

G1. To engage parents in leadership and educational activities, empowering them to support their adolescents' academic achievement and to help them prepare for postsecondary education. 1a

G050759

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	90.0

Resources Available to Support the Goal 2

- The Miami-Dade PTA and the Office of School Improvement provide training, technical assistance, and the materials needed to establish and run these parent leadership organizations.

- The Parent Academy can assign instructors upon request, to deliver workshops on a variety of topics of interest to parents, such as how parents can help prepare their children prepare for college, how to build positive relationships, etc...

Targeted Barriers to Achieving the Goal 3

- Audio-visual materials focusing on parenting adolescents and helping them prepare for college, will be needed to enhance parent workshops and serve as consultation resources.

- Parents live busy lives and their schedules do not always allow them to participate in school activities.

- Parents need to learn more about technology in order to support their children's learning experience in the technology-driven environment of iTech.

- Parents need support to engage in the school leadership.

Plan to Monitor Progress Toward G1. 8

The number of parents involved in school activities will be recorded using sign-in sheets for the various activities.

Person Responsible

Guilhene Benjamin

Schedule

Quarterly, from 10/7/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets show parent participation in all activities.

Plan to Monitor Progress Toward G1. `8`

Minutes of EESAC and PTA meetings will be compiled to demonstrate the active engagement of parents in decision making processes of the school.

Person Responsible
Guilhene Benjamin

Schedule
On 6/5/2015

Evidence of Completion
Meetings of the EESAC and PTA have taken place as prescribed in the by-laws of these organizations,

Plan to Monitor Progress Toward G1. `8`

Ratings of parent satisfaction in regards to the skills and knowledge acquired, and their perceived ability to impact the school environment will be collected using a brief online survey.

Person Responsible
Guilhene Benjamin

Schedule
Annually, from 4/1/2015 to 6/5/2015

Evidence of Completion
Survey results will accuse a high level of satisfaction in regards to the usefulness of parent activities to help them improve their communication with their adolescents and prepare them for college, as well as the parents perceived ability to positively impact the school environment.

G2. To increase student achievement by improving core instruction in all content areas. 1a

G050100

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	50.0
ELA/Reading Gains	40.0
Bio I EOC Pass	30.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Students struggle with their reading comprehension and understanding text.

Plan to Monitor Progress Toward G2. 8

Monitoring of professional development and instruction

Person Responsible
Layda Nasr

Schedule
Quarterly, from 8/25/2014 to 6/4/2015

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

G3. Identify at-risk students and provide support that will increase their achievement. `1a`

Targets Supported `1b`

G050099

Indicator	Annual Target
Attendance rate	90.0
One or More Suspensions	10.0

Resources Available to Support the Goal `2`

- Portal Access to attendance data, access to student handbook, and parent communication access., OneNote, etc.

Targeted Barriers to Achieving the Goal `3`

- Insufficient awareness of the Code of Student Conduct and Procedures.

Plan to Monitor Progress Toward G3. `8`

Daily records of absences will be maintained.

Person Responsible

Yelena Stewart Revere

Schedule

On 6/4/2015

Evidence of Completion

Absences will decrease and student achievement will increase.

G4. Increase the use of programs and resources in order to expose students to Science, Technology, Engineering and Mathematics activities that will prepare students to be college and career ready. 1a

🔍 G050096

Targets Supported 1b

Indicator	Annual Target
Highly Qualified Teachers	90.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Consistent use of resources and programs

Plan to Monitor Progress Toward G4. 8

Monitor in-service training for teacher on available resources and programs.

Person Responsible
Layda Nasr

Schedule
Every 6 Weeks, from 8/25/2014 to 6/4/2015

Evidence of Completion
Student work samples, student data reports from online software such as code academy, typing web, and gizmos.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. To engage parents in leadership and educational activities, empowering them to support their adolescents' academic achievement and to help them prepare for postsecondary education. 1

🔑 G050759

G1.B1 Audio-visual materials focusing on parenting adolescents and helping them prepare for college, will be needed to enhance parent workshops and serve as consultation resources. 2

🔑 B127248

G1.B1.S1 The school will secure audio-visual materials to enhance the delivery of parenting workshops. 4

🔑 S139345

Strategy Rationale

Audio-visual materials will help parents improve communication with their teens and better collaborate to achieve their academic goals and develop emotionally and socially.

Action Step 1 5

iTech will submit a Lowe's Toolbox for Education grant application to purchase the "Active Parenting" video series and other parenting materials.

Person Responsible

Guilhene Benjamin

Schedule

Evidence of Completion

The application is submitted in a timely manner

Action Step 2 `5`

iTech will research alternatives for acquiring materials, such as other sources of funding.or access to free publications.

Person Responsible

Guilhene Benjamin

Schedule

Evidence of Completion

Materials are purchased and made available to parents.

Action Step 3 `5`

Audio-visual materials will be used during parent workshops.

Person Responsible

Guilhene Benjamin

Schedule

Monthly, from 2/1/2015 to 5/30/2015

Evidence of Completion

Workshops are held at the school using the parenting video series

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

Audio-visual materials

Person Responsible

Guilhene Benjamin

Schedule

On 2/1/2015

Evidence of Completion

Audio-visual materials are acquired.

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

Evaluation forms completed by parents who use the materials

Person Responsible

Guilhene Benjamin

Schedule

Monthly, from 2/15/2015 to 5/30/2015

Evidence of Completion

Parents report on the effectiveness of parenting strategies learn when using the audio-visual materials.

G1.B1.S2 The Parent Academy curriculum will be used during workshops and educational activities offered to parents. `4`

🔑 S139346

Strategy Rationale

TPA's Power Point presentations will enrich the workshops delivered at iTech and broaden the range of topics offered.

Action Step 1 `5`

Request workshops from The Parent Academy.

Person Responsible

Guilhene Benjamin

Schedule

On 11/15/2014

Evidence of Completion

TPA workshops are scheduled.

Action Step 2 `5`

Collaborate with TPA in delivering workshops at iTech.

Person Responsible

Guilhene Benjamin

Schedule

Monthly, from 12/1/2014 to 5/30/2015

Evidence of Completion

TPA workshops are delivered.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

TPA workshop agendas and sign-in sheets

Person Responsible

Guilhene Benjamin

Schedule

Monthly, from 12/1/2014 to 5/30/2015

Evidence of Completion

Agendas and sign-in sheets indicate that workshops are delivered as planned

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Workshop evaluation forms completed by parents

Person Responsible

Guilhene Benjamin

Schedule

Monthly, from 12/1/2014 to 5/30/2015

Evidence of Completion

Ratings indicate that parents find the workshop information interesting and useful.

G1.B2 Parents live busy lives and their schedules do not always allow them to participate in school activities. 2

🔑 B127249

G1.B2.S1 Develop means of communicating with parents using digital technology 4

🔑 S139514

Strategy Rationale

Today's technology opens a variety of channels of communication accessible to parents. Using these channels will expand opportunities to engage parents other than the traditional face-to-face interactions of school workshops and events.

Action Step 1 5

iTech will host a parent communication page on its internal school website

Person Responsible

Layda Nasr

Schedule

On 1/30/2015

Evidence of Completion

Parent communication page is up and running.

Action Step 2 5

iTech will publish a quarterly newsletter on the parent web page.

Person Responsible

Layda Nasr

Schedule

Quarterly, from 1/30/2015 to 5/30/2015

Evidence of Completion

Newsletter is published.

Action Step 3 `5`

An email contact list will be developed, using parents' sign-in sheets information

Person Responsible

Guilhene Benjamin

Schedule

On 6/5/2015

Evidence of Completion

Contact list is developed.

Action Step 4 `5`

The contact list will be used in addition to Connect Ed messages to share information with parents.

Person Responsible

Guilhene Benjamin

Schedule

Monthly, from 10/7/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Parent communication page on the school website

Person Responsible

Layda Nasr

Schedule

On 1/30/2015

Evidence of Completion

The web page is up and running.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Trail of email sent to parents

Person Responsible

Guilhene Benjamin

Schedule

On 6/5/2015

Evidence of Completion

Email are sent regularly to share information and engage parent participation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 [7]

Tracking of parent access on school website

Person Responsible

Layda Nasr

Schedule

On 6/5/2015

Evidence of Completion

Tracking mechanisms indicate that parents regularly access the website.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 [7]

Email feedback from parents

Person Responsible

Guilhene Benjamin

Schedule

On 6/5/2015

Evidence of Completion

Feedback indicates that parents are engaging as a result of the emails they receive.

G1.B3 Parents need to learn more about technology in order to support their children's learning experience in the technology-driven environment of iTech. 2

B127252

G1.B3.S1 Host periodic workshops where parents can acquire hands-on practice with the technology that their adolescents use in school 4

S139516

Strategy Rationale

Parents will be able to help their adolescents with homework and develop a common interest as they learn more about technology.

Action Step 1 5

Develop a plan of technology workshops in collaboration with the school PTA and faculty, and The Parent Academy

Person Responsible

Guilhene Benjamin

Schedule

Evidence of Completion

Schedule of planned workshops

Action Step 2 5

Advertise workshops using Connect Ed as well as online communication channels

Person Responsible

Guilhene Benjamin

Schedule

Semiannually, from 11/15/2014 to 11/30/2014

Evidence of Completion

Announcements made via Connect Ed, email, and iTech's internal website.

Action Step 3 5

Deliver parent workshops

Person Responsible

Guilhene Benjamin

Schedule

Semiannually, from 11/15/2014 to 5/30/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Workshop agendas will be developed.

Person Responsible

Guilhene Benjamin

Schedule

Quarterly, from 11/15/2014 to 5/30/2015

Evidence of Completion

Workshop agendas will document that technology workshops were implemented as planned.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Workshop evaluations will be collected from parents at every workshop

Person Responsible

Guilhene Benjamin

Schedule

Monthly, from 11/30/2014 to 5/30/2015

Evidence of Completion

Evaluations show that parents have acquired practical knowledge of technology to help their children succeed.

G1.B4 Parents need support to engage in the school leadership. 2

B127411

G1.B4.S1 iTech will collaborate with parents in running EESAC and PTA activities. 4

S139529

Strategy Rationale

Successful parent committees require a strong collaboration among all stakeholders, including the iTech faculty and staff.

Action Step 1 5

iTech will support the PTA Executive Board to develop a plan of yearly activities.

Person Responsible

Guilhene Benjamin

Schedule

Evidence of Completion

TPA schedule of activities

Action Step 2 5

iTech will support PTA meetings and activities.

Person Responsible

Schedule

Monthly, from 11/7/2014 to 6/5/2015

Evidence of Completion

Monthly PTA activities are taking place.

Action Step 3 `5`

iTech will support its EESAC in conducting SIP reviews and evaluations and making recommendations

> ### Person Responsible
>
> Guilhene Benjamin
>
> ### Schedule
>
> Quarterly, from 10/7/2014 to 6/5/2015
>
> ### *Evidence of Completion*
>
> The SIP is reviewed and evaluated and recommendations are made by parents in a timely manner.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Agendas and minutes of PTA and EESAC meetings

> ### Person Responsible
>
> Guilhene Benjamin
>
> ### Schedule
>
> On 10/7/2104
>
> ### *Evidence of Completion*
>
> Agendas and minutes demonstrate that activities are taking place according to the by-laws and plans of these organizations.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Sign-in sheets of PTA and EESAC meetings

> ### Person Responsible
>
> Guilhene Benjamin
>
> ### Schedule
>
> Monthly, from 10/7/2014 to 6/5/2015
>
> ### *Evidence of Completion*
>
> Sign-in sheets indicate parent participation in the EESAC and PTA

G2. To increase student achievement by improving core instruction in all content areas. [1]

G050100

G2.B1 Students struggle with their reading comprehension and understanding text. [2]

B125482

G2.B1.S1 Plan for an deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. [4]

S138719

Strategy Rationale

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

Action Step 1 [5]

Literacy and Questioning Professional Development

Person Responsible

Michelle Singh

Schedule

On 10/9/2014

Evidence of Completion

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

Action Step 2 [5]

Professional Development on use of technology and one to one tablets

Person Responsible

Isabel Hernandez

Schedule

On 10/24/2014

Evidence of Completion

Agendas from professional development and implementation of technology through classroom instruction.

Action Step 3 `5`

Use data to differentiate instruction within the language arts course.

Person Responsible

Michelle Singh

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Monitoring of professional development and instruction

Person Responsible

Layda Nasr

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Monitoring of professional development and instruction

Person Responsible

Layda Nasr

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

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

G3. Identify at-risk students and provide support that will increase their achievement. 1

G050099

G3.B2 Insufficient awareness of the Code of Student Conduct and Procedures. 2

B126936

G3.B2.S1 Identify students with low attendance rates 4

S138937

Strategy Rationale

Students are unaware that attendance is an obligation under state low that is clearly stated in the Code of Student Conduct.

Action Step 1 5

Daily records of absences will be maintained.

Person Responsible

Yelena Stewart Revere

Schedule

On 6/4/2015

Evidence of Completion

Absences will decrease and student achievement will increase.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Daily records of absences will be maintained.

Person Responsible

Yelena Stewart Revere

Schedule

On 6/4/2015

Evidence of Completion

Absences will decrease and student achievement will increase.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 [7]

Daily attendance records will be monitored

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

Absences will decrease and student achievement will increase.

G4. Increase the use of programs and resources in order to expose students to Science, Technology, Engineering and Mathematics activities that will prepare students to be college and career ready. [1]

🔑 G050096

G4.B1 Consistent use of resources and programs [2]

🔑 B125478

G4.B1.S1 Implement activities to infuse technology in all areas of science, technology, engineering, and mathematics. [4]

🔑 S138957

Strategy Rationale

Use of technology in all areas of the classroom will allow students to be college and career ready.

Action Step 1 [5]

Provide in-service training for teacher on available resources and programs.

Person Responsible

Carmen Garcia

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student work samples, student data reports from online software such as code academy, typing web, and gizmos.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Monitor in-service training for teacher on available resources and programs.

Person Responsible

Layda Nasr

Schedule

Every 6 Weeks, from 8/25/2014 to 6/4/2015

Evidence of Completion

Student work samples, student data reports from online software such as code academy, typing web, and gizmos.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Monitor in-service training for teacher on available resources and programs.

Person Responsible

Layda Nasr

Schedule

Every 6 Weeks, from 8/25/2014 to 6/4/2015

Evidence of Completion

Student work samples, student data reports from online software such as code academy, typing web, and gizmos.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Literacy and Questioning Professional Development	Singh, Michelle	10/9/2014	Attendance at professional development meeting, walk-throughs, and data from assessments.	10/9/2014 one-time
G3.B2.S1.A1	Daily records of absences will be maintained.	Stewart Revere, Yelena	8/25/2014	Absences will decrease and student achievement will increase.	6/4/2015 one-time
G4.B1.S1.A1	Provide in-service training for teacher on available resources and programs.	Garcia, Carmen	9/1/2014	Student work samples, student data reports from online software such as code academy, typing web, and gizmos.	5/29/2015 quarterly
G1.B1.S1.A1	iTech will submit a Lowe's Toolbox for Education grant application to purchase the "Active Parenting" video series and other parenting materials.	Benjamin, Guilhene	10/15/2014	The application is submitted in a timely manner	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	Request workshops from The Parent Academy.	Benjamin, Guilhene	11/1/2014	TPA workshops are scheduled.	11/15/2014 one-time
G1.B2.S1.A1	iTech will host a parent communication page on its internal school website	Nasr, Layda	1/30/2015	Parent communication page is up and running.	1/30/2015 one-time
G1.B3.S1.A1	Develop a plan of technology workshops in collaboration with the school PTA and faculty, and The Parent Academy	Benjamin, Guilhene	11/15/2014	Schedule of planned workshops	one-time
G1.B4.S1.A1	iTech will support the PTA Executive Board to develop a plan of yearly activities.	Benjamin, Guilhene	11/7/2014	TPA schedule of activities	one-time
G1.B1.S1.A2	iTech will research alternatives for acquiring materials, such as other sources of funding.or access to free publications.	Benjamin, Guilhene	1/15/2015	Materials are purchased and made available to parents.	one-time
G1.B2.S1.A2	iTech will publish a quarterly newsletter on the parent web page.	Nasr, Layda	1/30/2015	Newsletter is published.	5/30/2015 quarterly
G1.B3.S1.A2	Advertise workshops using Connect Ed as well as online communication channels	Benjamin, Guilhene	11/15/2014	Announcements made via Connect Ed, email, and iTech's internal website.	11/30/2014 semiannually
G1.B1.S2.A2	Collaborate with TPA in delivering workshops at iTech.	Benjamin, Guilhene	12/1/2014	TPA workshops are delivered.	5/30/2015 monthly
G1.B4.S1.A2	iTech will support PTA meetings and activities.		11/7/2014	Monthly PTA activities are taking place.	6/5/2015 monthly
G2.B1.S1.A2	Professional Development on use of technology and one to one tablets	Hernandez, Isabel	10/24/2014	Agendas from professional development and implementation of technology through classroom instruction.	10/24/2014 one-time
G1.B1.S1.A3	Audio-visual materials will be used during parent workshops.	Benjamin, Guilhene	2/1/2015	Workshops are held at the school using the parenting video series	5/30/2015 monthly
G1.B2.S1.A3	An email contact list will be developed, using parents' sign-in sheets information	Benjamin, Guilhene	6/5/2015	Contact list is developed.	6/5/2015 one-time
G1.B3.S1.A3	Deliver parent workshops	Benjamin, Guilhene	11/15/2014		5/30/2015 semiannually
G1.B4.S1.A3	iTech will support its EESAC in conducting SIP reviews and evaluations and making recommendations	Benjamin, Guilhene	10/7/2014	The SIP is reviewed and evaluated and recommendations are made by parents in a timely manner.	6/5/2015 quarterly
G2.B1.S1.A3	Use data to differentiate instruction within the language arts course.	Singh, Michelle	8/25/2014		6/4/2015 quarterly
G1.B2.S1.A4	The contact list will be used in addition to Connect Ed messages to share information with parents.	Benjamin, Guilhene	10/7/2014		6/5/2015 monthly
G1.MA1	The number of parents involved in school activities will be recorded using sign-in sheets for the various activities.	Benjamin, Guilhene	10/7/2014	Sign-in sheets show parent participation in all activities.	6/5/2015 quarterly
G1.MA2	Minutes of EESAC and PTA meetings will be compiled to demonstrate the active engagement of parents in decision making processes of the school.	Benjamin, Guilhene	10/7/2014	Meetings of the EESAC and PTA have taken place as prescribed in the by-laws of these organizations,	6/5/2015 one-time
G1.MA3	Ratings of parent satisfaction in regards to the skills and knowledge acquired, and their perceived ability to impact the school environment will be collected using a brief online survey.	Benjamin, Guilhene	4/1/2015	Survey results will accuse a high level of satisfaction in regards to the usefulness of parent activities to help them improve their communication with their adolescents and prepare them for college, as well as the parents perceived ability to positively impact the school environment.	6/5/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Evaluation forms completed by parents who use the materials	Benjamin, Guilhene	2/15/2015	Parents report on the effectiveness of parenting strategies learn when using the audio-visual materials.	5/30/2015 monthly
G1.B1.S1.MA1	Audio-visual materials	Benjamin, Guilhene	2/1/2015	Audio-visual materials are acquired.	2/1/2015 one-time
G1.B2.S1.MA1	Tracking of parent access on school website	Nasr, Layda	4/1/2015	Tracking mechanisms indicate that parents regularly access the website.	6/5/2015 one-time
G1.B2.S1.MA2	Email feedback from parents	Benjamin, Guilhene	4/1/2015	Feedback indicates that parents are engaging as a result of the emails they receive.	6/5/2015 one-time
G1.B2.S1.MA1	Parent communication page on the school website	Nasr, Layda	12/15/2014	The web page is up and running.	1/30/2015 one-time
G1.B2.S1.MA3	Trail of email sent to parents	Benjamin, Guilhene	4/1/2015	Email are sent regularly to share information and engage parent participation.	6/5/2015 one-time
G1.B3.S1.MA1	Workshop evaluations will be collected from parents at every workshop	Benjamin, Guilhene	11/30/2014	Evaluations show that parents have acquired practical knowledge of technology to help their children succeed.	5/30/2015 monthly
G1.B3.S1.MA1	Workshop agendas will be developed.	Benjamin, Guilhene	11/15/2014	Workshop agendas will document that technology workshops were implemented as planned.	5/30/2015 quarterly
G1.B4.S1.MA1	Sign-in sheets of PTA and EESAC meetings	Benjamin, Guilhene	10/7/2014	Sign-in sheets indicate parent participation in the EESAC and PTA	6/5/2015 monthly
G1.B4.S1.MA1	Agendas and minutes of PTA and EESAC meetings	Benjamin, Guilhene	10/7/2104	Agendas and minutes demonstrate that activities are taking place according to the by-laws and plans of these organizations.	10/7/2104 one-time
G1.B1.S2.MA1	Workshop evaluation forms completed by parents	Benjamin, Guilhene	12/1/2014	Ratings indicate that parents find the workshop information interesting and useful.	5/30/2015 monthly
G1.B1.S2.MA1	TPA workshop agendas and sign-in sheets	Benjamin, Guilhene	12/1/2014	Agendas and sign-in sheets indicate that workshops are delivered as planned	5/30/2015 monthly
G2.MA1	Monitoring of professional development and instruction	Nasr, Layda	8/25/2014	Attendance of professional development, walk-throughs, and data assessment.	6/4/2015 quarterly
G2.B1.S1.MA1	Monitoring of professional development and instruction	Nasr, Layda	8/25/2014	Attendance of professional development, walk-throughs, and data assessment.	6/5/2015 quarterly
G2.B1.S1.MA1	Monitoring of professional development and instruction	Nasr, Layda	8/25/2014	Attendance of professional development, walk-throughs, and data assessment.	6/4/2015 quarterly
G3.MA1	Daily records of absences will be maintained.	Stewart Revere, Yelena	8/25/2014	Absences will decrease and student achievement will increase.	6/4/2015 one-time
G3.B2.S1.MA1	Daily attendance records will be monitored		8/25/2014	Absences will decrease and student achievement will increase.	6/4/2015 one-time
G3.B2.S1.MA1	Daily records of absences will be maintained.	Stewart Revere, Yelena	8/25/2014	Absences will decrease and student achievement will increase.	6/4/2015 one-time
G4.MA1	Monitor in-service training for teacher on available resources and programs.	Nasr, Layda	8/25/2014	Student work samples, student data reports from online software such as code academy, typing web, and gizmos.	6/4/2015 every-6-weeks
G4.B1.S1.MA1	Monitor in-service training for teacher on available resources and programs.	Nasr, Layda	8/25/2014	Student work samples, student data reports from online software such as code academy, typing web, and gizmos.	6/4/2015 every-6-weeks
G4.B1.S1.MA1	Monitor in-service training for teacher on available resources and programs.	Nasr, Layda	8/25/2014	Student work samples, student data reports from online software such as	6/4/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				code academy, typing web, and gizmos.	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. To increase student achievement by improving core instruction in all content areas.

G2.B1 Students struggle with their reading comprehension and understanding text.

G2.B1.S1 Plan for an deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Literacy and Questioning Professional Development

Facilitator

Michelle Singh

Participants

Faculty

Schedule

On 10/9/2014

PD Opportunity 2

Professional Development on use of technology and one to one tablets

Facilitator

Isabel Hernandez

Participants

Faculty

Schedule

On 10/24/2014

G4. Increase the use of programs and resources in order to expose students to Science, Technology, Engineering and Mathematics activities that will prepare students to be college and career ready.

G4.B1 Consistent use of resources and programs

G4.B1.S1 Implement activities to infuse technology in all areas of science, technology, engineering, and mathematics.

PD Opportunity 1

Provide in-service training for teacher on available resources and programs.

Facilitator

Carmen Garcia

Participants

Faculty

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**