

Polk State Lakeland Gateway Collegiate Charter High School (GHS)

2014-2015 SCHOOL IMPROVEMENT PLAN

MISSION STATEMENT: The mission of the Polk State College Gateway Charter High School is to provide an educational environment that will prepare previously disengaged students between the ages of 16 and 21 to graduate from high school with the skills for college success.

School Name: Polk State College Gateway High School	District Name: Polk
Principal: Sallie Brisbane, Principal	President of Polk State College: Dr. Eileen Holden
Chairman of the Board of Trustees: Linda Pilkington	School Designation: Public Charter School: Grades 11 and 12
SAC Chair: Corey Barnes, Assistant Principal	

GHS School Information

School Advisory Council (SAC)

The Gateway to College SAC will meet four times during the year. In the January 2014 SAC Meeting, SIP goals will be reviewed and discussed. In the March 2014 SAC Meeting, climate surveys will be distributed to the SAC members. In the June 2014 meeting, the results from the climate survey from all stakeholder groups will be reviewed as well as student performance data.

Staff

Position	Name	Degree(s)/Certification(s)	Years at Current School	Years as Administrator
Principal	Sallie Brisbane	M.Ed., Educational Leadership	2	18
Assistant Principal	Corey Barnes	M.Ed., Educational Leadership	1	10

Subject or Position	Name	Degree(s)/ Certification(s)	Years at Current School	Years as Instructional Staff	Full-time or Part-time
Math	Ami Gideons	Accounting/ Mathematics 6-12	1	9	Full Time
Lang Arts/Spanish	Ward Hurst	English, Spanish/ Language Arts 6-12, Spanish 6-12	1	42	Full Time
Social Studies	Tom Schneider	Political Science, History/ Social Studies 6-12	1	13	Full Time
Science	Leah Whitehead	Biomedical Science/ Biology 6-12, Chemistry 6-12	1	7	Full Time
Reading	Marguerite Coke- Maxwell	Social Sciences/ Reading K-12	1	25	Full Time
Guidance	Tanya Jones	Counseling, Psychology/ Guidance PK-12	1	9	Full Time
College and Career	Tania Ortega	Business Management Supervision	1	1	Full Time
Instructional Technologist	Virginia Richard	Instructional Technology/ Psychology K-12	1	16	Full Time
Resource Specialist	Darrence McGriff		1	3	Full Time
Math	Erik Roldan		1	10	Full Time
Language Arts	Michelle Ogburn		1	11	Full Time

Teacher Recruitment/Retention

Recruit/Retain	Description of Strategy	Person Responsible	Projected Completion Date
Recruit	List open positions on the School Board and College Websites	Director	Ongoing as needed
Recruit	Use the Polk State College Procedures 6014 and 6052 to recruit and hire teachers	Director	Ongoing as needed
Retain	Implement professional development opportunities at college and high school, both group and individual	Director	Ongoing as needed
Retain	Maintain competitive salaries for teachers	Director	Ongoing as needed
Retain	Insure that High School Programs have representatives on the faculty senate and other important college committees	Director	Ongoing as needed
Retain	Provide teachers with all the College benefits, including the fact that they and members of their immediate families can enroll in College courses at no cost.	Director	Ongoing as needed
Retain	Give teachers access to professional development activities specific to both individual and group needs and involve them in creating the school's professional development plan each year.	Director	Ongoing as needed

Staff Demographics

Number of Instructional Staff	First-Year Teachers	1-5 Years of Experience	6-14 Years of Experience	15+ Years of Experience	Advanced Degrees	Highly Effective Teachers	Reading Endorsed	National Board Certified	ESOL Endorsed
7	0% (0)	0% (0)	100% (7)	29% (2)	43% (3)	100% (7)	14% (1)	0% (0)	71% (5)

Teacher Mentoring Program/Plan

Gateway to College is a small learning community. When a new teacher joins the staff, all employees provide support and mentoring. Additionally, a veteran teacher is assigned as a formal mentor to each new teacher. The veteran's responsibility is to ensure that the new teacher becomes familiar with the school culture and its practices as soon and easily as possible. The mentor is available for daily conversations but also schedules formal weekly meetings to address issues specific to the school calendar and applicable processes and to answer new teacher's questions. The veteran connects the new teacher with other school resources when appropriate. Furthermore, the veteran teacher focuses on the skills and talents the new teacher brings to the school and encourages the teacher to share practices with other staff. This is part of the process of transitioning a new teacher into a highly interactive, engaged faculty.

Gateway to College has two new full time temporary teachers for 2014-2015. All instructors are part of the Polk State College high school program faculty. Every instructor has been at Polk State at least one year.

Leadership Team

The leadership team is made up of the Gateway to College Principal, Assistant Principal, Guidance Counselor, Instructional Technologist, College and Career Advisor, and Resource Specialist. This team provides leadership during the annual staff retreat, held in July or August of each year. During the retreat, staff members are assigned to groups where they review performance data from the prior year and begin drafting performance targets and SIP strategies/actions for the upcoming year. Leadership team members work as both group members and as resources for data as SIP sections are created.

During the year, the leadership team facilitates activities to provide for ongoing collection of performance data and monitoring of SIP activities and outcomes. Team members also work with groups to modify strategies and actions in situations in which outcomes are not being met. At the end of each school year, the leadership team finalizes performance reports tied to each of the school's charter and SIP goals. Team members then use those reports to initiate the planning process at the next annual retreat.

As part of the ongoing planning and monitoring processes, the leadership team ensures that resource allocations are sufficient to support school improvement initiatives and that all staff members, including teachers, receive the support, including training, required to be highly functional. As

part of monthly staff meetings, staff members identify both group and individual student needs and compare needs seen across the curriculum. The leadership team facilitates discussions and provides leadership in providing support and guidance required for student success.

Gateway to College utilizes the Plan, Do, Check, Act process and addresses performance concerns whenever and wherever they are identified.

Leadership team members include:

- a. Sallie Brisbane, Gateway to College Principal. She guides the overall planning and administrative process and provides team guidance and direction.
- b. Corey Barnes, Gateway to College Assistant Principal. He works closely with staff to address process issues and both teacher and student needs on a daily basis. He summarizes performance data on a quarterly basis and presents it to both staff and the SAC.
- c. Tanya Jones, Guidance Counselor. She addresses both academic and social needs of the school's enrollees. She is the point person for staff when student needs are identified. During planning retreat and monthly staff meetings, she provides specifics regarding individual student performance as appropriate.
- d. Virginia, Richard, Instructional Technologist. She collects, sorts, and reports student performance data related to both charter and SIP goals. She creates both standard reports and those customized to specific information requests.
- e. Tania Ortega, College and Career Advisor. She collects, sorts, and reports student performance data related to both charter and SIP goals. She creates both standard reports and those customized to specific information requests.
- f. Darrence McGriff, Resource Specialist. He works closely with staff to address student management issues, primarily attendance. He summarizes performance data on a quarterly basis and presents it to both staff and the SAC.

As described above, the leadership team uses monthly staff meetings to monitor school improvement activities and outcomes throughout the school year. Small group sessions are also used to review and address specific performance issues.

The Instructional Technologist accesses student performance data from Polk County Schools Genesis, Polk State College's Genesis, the Florida DOE website, and reports received from ACT to produce performance reports. Polk State College's Office of Institutional Research and Effectiveness also creates reports to show both individual student and group performances in college courses.

All staff members participate in data review sessions at the annual retreat, in monthly staff meetings, and at end-of-year reviews. Data review in relation to both charter and SIP goals is part of the school culture. Every instructor addresses performance issues related to his/her content area(s).

Increased Learning Time

Strategies used at Gateway to College to increase the amount and quality of learning time include the following:

- Teachers engage in professional development during a three-day annual summer retreat and during work days and in after-school meetings during the year. Teachers also attend conferences to enrich their skills and provide learning strategies meaningful to their students.
- The Polk State College Teaching Learning Computing Center (TLCC) provides free tutoring services to Gateway to College students. The TLCC is open Monday through Friday and on Saturday mornings.
- The Gateway to College CHART lab is staffed Monday through Friday 11:00AM-4:30 PM and offers supplemental instruction related to research, standardized test prep, etc.
- The TLCC, the Gateway to College student resource center, and the CHART lab also have available computers and printers for use by students.
- Gateway to College will conduct summer courses for students who are academically behind and may need remediation.

Reading Improvement

Every high school teacher contributes to the reading improvement of students. Strategies include but are not limited to those below:

- *Vocabulary is emphasized in every content area.*
 - *English instructors use word maps to build vocabulary prior to reading literature selections. Students analyze and recognize synonyms and antonyms and show they can use vocabulary words in context.*
 - *Many foreign terms are used in social studies courses. Part of instruction is learning the foreign vocabulary.*
- *Multiple instructors use activities to help students predict, question, clarify, and summarize content area material.*
- *Instructors provide guided reading activities, modeling good reading skills for students. Students then practice skills and discuss points of interest.*
- *Students are enrolled in Executive Intern during their first term at Gateway to College. Part of the course focuses on test-taking skills.*

- *An English and Reading teacher has students read in unison to build an awareness of intonation and mood.*
- *Math instructors dissect word problems into segments so students can comprehend and build their ability to do so independently. Instructor models and students practice.*
- *The social studies teacher teaches students how to read a text as opposed to reading literature. He gives them strategies for dealing with textbook chapters in subsections.*
- *An English teacher tells students what to look for prior to reading a piece of literature. This contributes to active rather than passive reading. Discussion focuses on content, style, and literary devices.*
- *The social studies instructor talks about strategies required to “use the brain while reading.” Reading requires active thinking.*
- *The science teacher teaches students to analyze a question prior to trying to answer it. One example relates to cell theory and the recognition of the stages of mitosis and meiosis.*
- *Students are taught strategies to use during content area classes to ensure comprehension of the essential learning. One strategy includes a focus on questions asked at the beginning and end of a class period:*
 - *What am I supposed to learn today?*
 - *Did I learn what I was supposed to learn?*
- *Math instructors teach students how to read word problems, deal with vocabulary in word problems, and move sequentially through the processes required to solve each.*

College and Career Readiness

Gateway to College students take college-level courses that may lead eventually toward AA and AS degrees and/or industry certifications in their areas of specialty. The teachers also incorporate relevant knowledge and skills for career building into their content-area curriculum. Additionally, Gateway to College partners with its School Advisory Council to provide students opportunities for exposure to real-world work situations through mentors and guest speakers.

Gateway to College teachers focus on making teaching and learning relevant to students. Strategies include but are not limited to those listed below:

- Many of the assignments in high school courses require students to reflect beyond their own experiences and beyond disconnected, isolated assignments. For example, a project in English requires students to consider the American dream and related questions such as:
 - What is it for you as an individual?
 - What has it been at different points in history?
 - How would it have differed for different cultures?
- □ Poor Richards Almanac is used in a variety of ways in different classes:
 - One English instructor has students share quotes with family members and identify favorite quotes of multiple family members?
 - The American history instructor asks students which ones they still hear on a daily basis.
- Anatomy and physiology students complete a research project about diseases their symptoms and how they are contracted and treated. Individuals can focus on careers of particular interest to them. Students also explore careers related to health occupations careers and the relationship between those careers and the anatomy and physiology curriculum.
- The math teacher incorporates manipulative items to make the learning more hands-on whenever possible to make the math curriculum relevant. Real life word problems are also used throughout the math courses.

Academic and Career Planning

Students have access to a full-time school counselor. Each student consults with the school counselor to create an individualized course of study and to develop a schedule each term. The program of study leads to a standard high school diploma. A minimum of 9 college credit hours are included in each student's program of study in order to experience success at the college level. As part of the Gateway to College program design, students are given the opportunity to experience an open college environment.

In addition to the planning of schedules, the school counselor and the college and career advisor guide students and parents on matters concerning college admissions, career planning, and scholarship information. They are provided with various resources for career planning including the State of Florida's FLVS.ORG website, which contains a wide variety of career inventories, a college-degree search engine, testing information, academic evaluations, etc.

Readiness for Postsecondary Education

Gateway to College is not a new school during the 2014-2015 school year. The High School Feedback Report is not yet available for its graduates.

Lakeland Gateway High School (GHS) School Improvement Plan 2014-2015

Category: Reading/Writing

2014-2015 Performance Target:

Performance 2013-2014	Anticipated Performance 2014-2015
6 of 9 (67%)	40% of graduates will pass both Reading and Sentence skills on PERT

Primary Barrier to be addressed in order to improvement performance: Students don't have the academic background to demonstrate PERT reading and sentence skills performance.

Resource(s) to be brought to bear in order to improve performance:

- Resource #1—Intensive reading class (blended instruction)
- Resource #2 - Critical thinking class
- Resource #3 – English class (blended instruction)

Strategy: Schedule all seniors who have not passed PERT reading and sentence skills into reading, critical thinking or English in which PERT reading and sentence skills prep will be taught.

Action Steps:

Action Step	When	Who will Implement	Who will monitor
Identify all seniors who have not met the PERT reading score	Summer 2014	College and Career	Lead Resource Specialist
Schedule students who do not have required reading score into reading/critical thinking courses	Summer 2014/Spring 2015	Lead Resource Specialist	Assistant Principal
Provide reading and test preparation strategies as part of course instructions	Throughout Year	Reading Instructors	Assistant Principal

Required Professional Development:

Activity	Participants	Facilitator	Who will Follow-Up
Conferences with specific strategies for improving test scores	Reading Instructors	Conference Planners	Assistant Principal

Required Budget:

Action Step	Cost	When	Who Responsible for Implementing	Who Responsible for Monitoring
Florida Charter Conference Registration and Travel	785.00	November 18-20, 2014	Principal	Principal

Category: Reading Subgroups

2014-2015 Performance Target:

Performance 2013-2014		Anticipated Performance 2014-2015	
Black	2 of 3 for 67%	Black	40%
White	3 of 5 for 60%	White	40%
Hispanic	0 of 1 for 0%	Hispanic	40%
Other	NA	Other	40%
ELL	NA	ELL	40%
ESE	0/2 for 0%	ESE	40%
FRL	3/6 for 50%	FRL	40%

Primary Barrier to be addressed in order to improvement performance: Students don't have the academic background to demonstrate PERT reading and sentence skills performance.

Resource(s) to be brought to bear in order to improve performance:

- Resource #1—Intensive reading class (blended instruction)
- Resource #2 - Critical thinking class
- Resource #3 – English class (blended instruction)

Strategy: Individual students within subgroups lack the reading and sentence skills test taking strategies, or concern about performance on the PERT to meet the performance target.

Action Steps:

Action Step	When	Who will Implement	Who will monitor
Identify all students who have not met the PERT reading and sentence skills score	Summer 2014	College and Career	Lead Resource Specialist
Diversify instruction to meet the individual needs of students	Throughout the Year	Instructors	Assistant Principal

Required Professional Development:

Activity	Participants	Facilitator	Who will Follow-Up
NA			

Required Budget:

Action Step	When	Who Responsible for Implementing	Who Responsible for Monitoring
NA			

Category: Math

2014-2015 Performance Target:

Performance 2013-2014	Anticipated Performance 2014-2015
2 of 9 (22%)	30% of graduates will pass the Math PERT

Primary Barrier to be addressed in order to improve performance: Students don't have the academic background to demonstrate PERT math skills performance and students have non-school related issues that impact attendance and academic performance

Resource(s) to be brought to bear in order to improve performance:

- Resource #1— PLATO
- Resource #2— Math class (blended instruction)
- Resource #3—PERT score performance

Strategy: GHS staff will use a systematic approach to review and improve students' test scores on the PERT.

Action Steps:

Action Step	When	Who will Implement	Who will monitor
Ensure that students take the appropriate courses most closely correlated with PERT success.	Fall Semester	Guidance Counselor	Assistant Principal
Work with the resource specialists and administration to generate and implement strategies which will promote student optimism toward the school, their own academic future, and academic performance	Summer and Throughout Year	Instructors	Assistant Principal
Provide a blended and differentiated learning environment to engage students in learning	Throughout the Year	Instructors	Assistant Principal

Required Professional Development:

Activity	Participants	Facilitator	Who will Follow-Up

Required Budget:

Action Step	When	Who Responsible for Implementing	Who Responsible for Monitoring
Action Step 3: Plato - \$6,075.00	Fall Semester	Instructors	Assistant Principal

Category: Math Subgroups

2014-2015 Performance Target:

Performance 2013-2014		Anticipated Performance 2014-2015	
Black	0 of 3 for 0%	Black	30%
White	1 of 5 for 20%	White	30%
Hispanic	1 of 1 for 100%	Hispanic	30%
Other	0%	Other	30%
ELL	NA	ELL	30%
ESE	0/2 for 0%	ESE	30%
FRL	2/6 for 33%	FRL	30%

Primary Barrier to be addressed in order to improvement performance: Individual students within subgroups lack the math skills, test taking strategies, or concern about performance on the PERT to meet the performance target.

Resource(s) to be brought to bear in order to improve performance:

- Resource #1— Math for College Readiness course (blended instruction)
-
- Resource #2— Plato

Strategy: GHS will prioritize student achievement for all students with activities to ensure that individual students are aware of PERT success.

Action Steps:

Action Step	When	Who will Implement	Who will monitor
Conduct individual conference with every senior who has not met cut score for PERT Math	Fall Semester	<ul style="list-style-type: none"> • Resource Specialist(s) • College and Career • Other designated staff 	Assistant Principal

Required Professional Development:

Activity	Participants	Facilitator	Who will Follow-Up

Required Budget:

Action Step	When	Who Responsible for Implementing	Who Responsible for Monitoring

Category: Science

2014-2015 Performance Target:

Performance 2013-2014	Anticipated Performance 2014-2015
14 of 18 (78%)	70% (pass rate of students enrolled in a high school science course)

Primary Barrier to be addressed in order to improvement performance: Students have non-school related issues that impact attendance and academic performance

Resource(s) to be brought to bear in order to improve performance:

- Resource #1— Executive Internship course
- Resource #2—Biology course (blended instruction)
- Resource#3 - Specialist experience and expertise

Strategy: Identify and address students' academic and non-school related issues and provide appropriate interventions as needed

Action Steps:

Action Step	When	Who will Implement	Who will monitor
Hold discussion groups with students during executive internship classes about importance of attendance	Weekly	Instructors	Assistant Principal
Provide a blended learning environment to engage students in learning	Throughout the Year	Instructors	Assistant Principal and Instructional Technologist
Utilize the resource specialist experience and expertise to implement strategies to improve student attendance and academic performance in the classroom	Throughout the Year	Instructors and Resource Specialist	Assistant Principal

Required Professional Development:

Activity	Participants	Facilitator	Who will Follow-Up
Use of Virtual Science Lab	Instructor	TBA	Instructional Technologist

Required Budget:

Action Step	Cost	When	Who Responsible for Implementing	Who Responsible for Monitoring
Action Step 2: Virtual Science Lab	800.00	Fall 2014	Instructional Technologist	Principal

Category: Social Studies

2014-2015 Performance Target:

Performance 2013-2014	Anticipated Performance 2014-2015
4 of 7 (57%)	30% of students who take the EOC exam will pass

Primary Barrier to be addressed in order to improvement performance: Students may lack prior knowledge and/or foundation for expectation(s) of courses.

Resource(s) to be brought to bear in order to improve performance:

- Resource #1— US History course (blended instruction)
- Resource #2— TLCC

Strategy: Instructor will monitor the initial transition to the class curriculum.

Action Steps:

Action Step	When	Who will Implement	Who will monitor
Register students in U.S. History during spring semester only	Summer	Guidance Counselor	Assistant Principal
Implement remedial process on non-class days and/or refer students for additional one on one assistance as needed	As needed	Instructor	Lead Resource Specialist
Research content and format of EOC exam	Summer 2014	Instructor	Assistant Principal
Administer practice test via Plato	Early in term	Instructor	Assistant Principal
Use practice test results to identify learning gaps and shape instruction	Throughout term	Instructor	Assistant Principal

Required Professional Development:

Activity	Participants	Facilitator	Who will Follow-Up
Training on how to implement remedial process using Plato	Instructor	Instructional Technologist	Assistant Principal

Required Budget:

Action Step	Amount	When	Who Responsible for Implementing	Who Responsible for Monitoring
Action Step 4: Plato	\$6,075.00	Summer	Instructional Technologist	Principal

Category: Retention/Graduation

2014-2015 Performance Target:

Performance 2013-2014	Anticipated Performance 2014-2015
14 of 111 (13% of students dropping out)	<15% of enrollees will exit with a dropout code

Primary Barrier to be addressed in order to improvement performance: Students begin to disengage once they see the rigor and expectations of the program and experience the freedom of the campus.

Resource(s) to be brought to bear in order to improve performance:

- Resource #1—Intervention Meetings
- Resource #2— Resource Specialist
- Resource #3 – Blended instructional Model
-

Strategy: The faculty and staff will identify and intervene with the students who begin to disengage based on the following factors: attendance, grades, self-report, etc.

Action Steps:

Action Step	When	Who will Implement	Who will monitor
Complete a preliminary intervention meeting with the student as the disengagement is identified.	As needed	Instructors and/or Resource Specialist(s)	Lead Resource Specialist/Assistant Principal
Initiate an attendance contract if student engagement does not improve	As needed	Lead Resource Specialist/Resource Specialist	Assistant Principal
Conduct home visits to locate disengaged students	As needed	Resource specialist	Assistant Principal

Required Professional Development:

Activity	Participants	Facilitator	Who will Follow-Up
Florida Charter Conference	Instructors	Conference Planners	Assistant Principal
ISTE	Resource Specialists	Conference Planners	Assistant Principal
FETC	Assistant Principal	Conference Planners	Assistant Principal

Required Budget:

Action Step	Cost	When	Who Responsible for Implementing	Who Responsible for Monitoring
Conference Registrations			Principal	Principal
• Florida Charter Conference	875.00	November 18-20, 2014	Instructors	Assistant Principal
• ISTE	1,285.00	June 28-July 1, 2015	Instructional Technologist	Principal
• FETC	800.00	January 20-23, 2015	Instructional Technologist	Principal
Cost of postage for certified mail			Assistant Principal	Principal

Category: Attendance

2014-2015 Performance Target:

Performance 2013-2014	Anticipated Performance 2014-2015
74% of students had more than 10 absences in at least one course (cohort 1 – 82% and cohort 2 – 72%)	<50% of students will miss 10% or more of instruction time in at least one course

Primary Barrier to be addressed in order to improvement performance: Open College Campus and non-school related issues allows students to abuse the attendance requirements.

Resource(s) to be brought to bear in order to improve performance:

- Resource #1— Attendance Policy
- Resource #2— Resource Specialist
- Resource #3 – Pinnacle
- Resource #4 – Gateway to College Database

Strategy: The faculty and staff will identify and intervene with the students who begin to disengage based on the following factors: attendance, grades, self-report, etc.

Action Steps:

Action Step	When	Who will Implement	Who will monitor
Administration will provide verbal and written explanation at orientation and throughout school year of Attendance Expectations	Orientation/As needed	Assistant Principal	Principal
Initiate an attendance contract if student engagement does not improve	As needed	Lead Resource Specialist/Resource Specialist	Assistant Principal
Conduct home visits to locate disengaged students	As needed	Resource Specialist	Assistant Principal

Required Professional Development:

Activity	Participants	Facilitator	Who will Follow-Up

Required Budget:

Action Step	When	Who Responsible for Implementing	Who Responsible for Monitoring

Category: Stakeholder Involvement

2014-2015 Performance Target:

Performance 2013-2014	Anticipated Performance 2014-2015
Number of parents and students responding to climate survey: 48	75
<ul style="list-style-type: none"> • 21 parents • 27 students 	

Primary Barrier to be addressed in order to improvement performance: The majority of parents and students do not see the importance of the climate survey

Resource(s) to be brought to bear in order to improve performance:

- Resource #1— Climate Indicator
- Resource #2— Social Media (Facebook, Twitter)
- Resource #3 – Items/Events that are important to parents/students

Strategy: School will use social media, mail, email, PAL Learning Community and various meetings as means of communication to have parents complete climate survey.

Action Steps:

Action Step	When	Who will Implement	Who will monitor
Create a parent email list of all parents with transportation problems and send out emails/monthly news blasts	Fall	Lead Resource Specialist/Assistant Principal	Principal
Administer climate survey to juniors as part of the executive intern class	Fall/Winter	Instructor	Assistant Principal
Administer climate survey to seniors and their parents as a requirement for receiving caps and gowns	Spring	Assistant Principal	Principal
Administer climate survey to junior parents via Social Media (Facebook)	Fall	Assistant Principal	Principal

Required Professional Development:

Activity	Participants	Facilitator	Who will Follow-Up
Florida Charter Conference	Instructors/Director	Principal	Principal
ISTE	Instructional Technologist	Principal	Principal

Required Budget:

Action Step	When	Who Responsible for Implementing	Who Responsible for Monitoring
Florida Charter Conference \$785.00	November 18-20, 2014	Assistant Director	Assistant Director
ISTE Conference \$1,285.00	June 28-July 1, 2014	Instructional Technologist	Director