South Tech Preparatory Academy

2015-16 School Improvement Plan

South Tech Preparatory Academy

1300 SW 30TH AVE, Boynton Beach, FL 33426

http://southtechprep.org/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	91%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	85%

School Grades History

Year	2014-15	2013-14
Grade	C*	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	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 South Tech Preparatory Academy Mission Statement: South Tech Preparatory Academy's core mission is to graduate students prepared to matriculate into a career academy program of study which will prepare them for work, higher education, and productive citizenship.

Provide the school's vision statement

South Tech Academy has set high standards for student achievement as both a Title I and a choice school. As a feeder program, South Tech Preparatory Academy (STP) will provide a pre-career academy preparation that includes a strong academic curriculum and career exploration needed to matriculate into career pathways which lead to a successful livelihood, instill a desire to pursue continuing education, and produce the tenets of productive citizenship. STP will serve a racially, culturally, socio-economically, and academically diverse population with (a) the support of state and district resources, (b) a career centered, academic curriculum aligned to the Common Core and Next Generation Sunshine State Standards, and (c) involvement of parents in the adolescent development of the whole child.

South Tech Preparatory Academy promotes academic success and financial efficiency—aligning responsibility with accountability—via the following: The Common Core State Standards, the Florida Next Generation Sunshine State Standards, the School Improvement Plan (SIP), Title I, the Florida Continuous Improvement Model (FCIM), the Florida Standards Assessment(FSA), the Governing Board, and the National Career Academy Coalition. All require rigorous accounting with regard to student academic achievement, career academy success, quality and integrated instruction aligned with benchmarks and standards, allocation of human and material resources, policies and procedures, and administrative monitoring.

South Tech Preparatory Academy will provide information to parents regarding Adequate Yearly Progress (AYP) via annual (FSA) results, progress reports, report cards, Edline, Parent Link (attendance, tardies), Title I meetings and mailings. Students will also take a diagnostic assessment in the key subjects of reading, writing, and mathematics. This effort will be supported by the administration of strategic formative assessments used to monitor learning gains over the students' middle school careers. In addition to the aforementioned methods of communication, STP will also plan parent conferences around quarterly updates and those required for documentation of Individual Education Plans (IEPs) and English Language Learner (ELL) Plans. Moreover, parents will be encouraged to take on a more active role in helping to shape the lives of their children at this critical juncture in their personal and academic development.

School Environment

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

Empowerment of both teachers and students is a major impetus for creating a positive school culture at South Tech Prep. Schools are established for the benefit of all students. The educational purposes of the schools are best accomplished in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. To that end, students will be empowered to take an active role in the development of and oversight of appropriate school behavior. This process will be based upon a climate of mutual respect and open communications.

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

Maintaining a safe and orderly campus is central to providing an effective, nurturing learning environment, regardless of the students' location within the greater school environment. The Governing Board, Administration, and staff of South Tech Prep will be dedicated to maintaining such an environment. Student Achievement is the top priority of the school, and student behavior is inseparably connected to student achievement. In order to achieve this, South Tech Prep has elected to implement a comprehensive program that engages all stakeholders: students, parents, teachers and administrators. All stakeholders will be trained in collaboratively developing and supporting a safe and civil school environment. Further, one of South Tech Prep's goals is to ready students for productive citizenship upon graduation. Therefore, individual development of self-discipline, along with the promotion of self-direction is strongly supported and encouraged. Students are provided specific freedoms within the framework of school policies, allowing them opportunities to learn, to make choices, and to assume responsibility for their actions. Consequences for chosen behaviors are administered when freedom is abused and rewarded with greater freedom when growth is shown. The school will be implementing a School Wide Program to increase mutual respect using the premise behind Ron Clark's book - The Essential 55. Five to ten rules will be introduced each month and practiced throughout the day in all settings to increase internalization. As a result of our Best Practices for Inclusive Education (BPIE) Survey, the team recommends that new Administrative staff receive additional training on School Wide Positive Behavior System and train all new staff of implementing this program as well as implementing Universal Design for Learning across all instructional and non-instructional school contexts.

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

SouthTech Prep began implementation of the school-wide positive behavior system in 2014. Since we understand that this is new and that we may face some bumps and bruises along the way, we are going to implement the new system in snippets and reflect on how we feel as a school community about SwPBS at specific intervals during the year. The first trial period will be between August 17th and October 23rd. October 23rd is a Teacher Work Day so we will have plenty of time to reflect on how the program is being implemented so far and what is working and what needs to be refined or thrown-out. We want to make sure that all participants feel very much a part of the the SwPBS process. The Universal Attention signal is differentiated according to setting:
Raise right hand in the air—with palm facing out.
Classroom = "Paws"
Lab/Shop Environment = Clap-Clap "Paws"
Large Group Setting = 3…2…1… Clap-Clap "Paws"
Voice Levels
Level 0 No Conversation
Level 1 Whisper
Level 2 Talking Voice- Quiet Conversation
Level 3 Presentation Voice
Level 4 Outside Voice

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

School climate and student achievement will be enhanced with specific, research-based programs including the CHAMPS classroom management approach, peer conflict resolution and other social development programs headed by the Guidance Counseling Department, and through student involvement in self-empowerment initiatives, such as Student Council. STPA will commit to managing

school environment in a developmental fashion versus through remediation or crisis control. In addition, STPA will participate in the TRIO program and grant that promotes college scholarships for first generation college bound students, sponsored by Palm Beach State College. Students will attend in school tutorials to increase academics as needed. School will also offer breakfast tutorials for any student requiring additional assistance with academics. All teachers are trained in differentiated instruction and plan lessons according to student's individual needs based on data review. We are implementing a school wide lunch hour which will allow students the freedom to choose how they want to spend this hour: eating with friends, attending a club, attending a tutoring session, or receiving homework assistance. All teachers will have office hours during this common lunch hour in which their classrooms will be open to the student body for assistance with academics. clubs or mentoring. This will help to facilitate positive adult relationships which has been proven to increase academic success and leads to higher graduation rates.

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

It is SouthTech Prep Academy and The Palm Beach County School District's policy that the school responds in a timely manner to excused or unexcused absences. To this effect the school will contact the parent/guardian within 24 hours of a student's absence.
Lunch Detention Guidelines for Absences
• Absences: per semester / per class
(1) unexcused absence = 1 days lunch detention – call home
(2) unexcused absences = 3 days lunch detention – call home
(3) unexcused absences = in-school suspension and a parent conferences
Tardies
• Students are expected to be on time to all of their classes as tardiness disrupts the learning process for the student and the teaching process for the instructor.
• A student is considered tardy to a class if he/she is not inside the classroom when the tardy bell rings.
• Any student that arrives to school or any class over 30 minutes late will be considered absent for that class period and will serve the balance of the class period in ISS.
• Students late for period one (1) will report to the Guidance Office where, depending on the amount of tardiness, and time of arrival, will receive an admit pass and will report to their first period class or will be assigned to In School Suspension for the balance of the period.
• Students tardy for periods 2, 3, or 4 will report to the Guidance Office where, depending of the amount of tardiness will receive a signed Admission To Class Form STCAI 0753 and will then report to their appropriate class. Teachers will collect these forms and record in their roll book either an excused or unexcused tardy. Should a student be over the 30 minute limit, they will be assigned by the Guidance Office to In School Suspension for the balance of the period.
• Mrs. Georgianna Dziaba will maintain a daily log of all tardies and compile a weekly, monthly and term history of all student tardies.
• Excessive tardies will result in a referral for insubordination that will result in further disciplinary actions along with an attendance contract that can not only jeopardize the student's academic performance but can affect the student's continued enrollment at SouthTech Prep Academy.
Lunch Detention Guidelines for Unexcused Tardies
• Tardies: per nine weeks / per class
(3) unexcused tardies = 1 lunch detention
(4 and 5) unexcused tardies = 1 lunch detention each – call home
(6) unexcused tardies = in-school suspension and parent contact

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
	7	8	
Attendance below 90 percent	3	4	7
One or more suspensions	7	18	25
Course failure in ELA or Math	21	23	44
Level 1 on statewide assessment	0	0	

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	5	8	13

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

SouthTech Prep Academy student conduct and behavior policy 5.18 form the basis for SouthTech Prep Academy's philosophy of discipline which is to encourage and develop self-control and self-discipline along with encouraging self-direction and self-development. To these ends, under supervision and in a safe and supportive environment, students are provided specific freedoms within the framework of school policies allowing them the opportunities to learn to make choices and assume responsibility for their actions.
Discipline Action Plan
Failure to comply with SouthTech Prep Academy Student Code of Conduct ~ Policy 5.18 will result in consequences that may include a combination of the following which are not sequential steps:
• Conference with student: Private time with students to discuss behavior interventions / solutions. This can include direct instruction in expected or desirable behaviors.
• Parent/guardian contact: Teachers and/or administrators will contact parents/guardians with concerns and solutions to a student's conduct and behavior.
• Request for parent/guardian conference: Teachers/administration or parents/guardians may request a conference to discuss student's conduct and/or behavior. In some cases, as determined by administration, a student may not be able to return to that class until a conference has taken place. That student will be sent to ISS (in school suspension) until such time that a conference is held.
• Parent/guardian intervention: As a result of the severity of an infraction an administrative request may be made to the parent/guardian that a student should not return to school without the parent/guardian accompanying him/her for an administrative conference. It is important that the parent/guardian make the conference as soon as possible. The days that a student is out shall not exceed ten days and will be considered unexcused absences.
• In school suspension (ISS): ISS is the temporary removal of a student from regular classes for a determined number of class period/periods or day/days in which the student will be held in one classroom for the assigned time. There will be total silence while in ISS. Students will be given academic assignments that must be completed before the student will be released from ISS. Failure to complete an assignment or the disruption of ISS, will result in additional time added to ISS or out of school suspension (OSS).
• Lunch detention: Disciplinary consequence in which an entire lunch period a student is assigned to the Choice/ISS room where they will silently eat lunch. Failure to report to Lunch detention will result in further disciplinary action.

• Out of school suspension (OSS): Extreme disciplinary consequences may require the temporary removal of a student from SouthTech Prep Academy. This removal is not to exceed ten (10) consecutive school days per incident. P5.80(3)(K). All suspension days are considered unexcused absences. The administrative designee shall include any analysis of suspension in the report of school progress. D5.351(2)(e) and FS232.26 (a)(b)(c)(d).

• Attendance or disciplinary contract: Missing more than three (3) days during a semester or a continuous disregard for classroom and/or school rules and regulations will result in a student being placed on an attendance or disciplinary contract respectively.

• Academic contract: SouthTech Prep Academy requires a G.PA. of 2.0 for entrance to any of our academy programs after which, all students must maintain a minimum G.P.A. of 2.0 for continuation within the SouthTech Prep programs of study.

• Withdrawal from SouthTech Prep Academy: After all interventions have been exhausted, failure to adhere to the SouthTech Prep Academy Student Conduct and Behavior Policy 5.18, the SouthTech Prep Academy Student Attendance Policy 5.092 or the SouthTech Prep Academy academic requirements, may result in a student being withdrawn from SouthTech Prep Academy at the end of the semester and referred back to the student's boundary school.

• Expulsion: As a result of an infraction that severely violates SouthTech Prep Academy and the Palm Beach County School District policies, a recommendation may be made to the SouthTech Academy Board along with the Palm Beach County School Board not to allow a student to attend any public school in Palm Beach County.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/183794.

Description

A PIP has been uploaded for this school or district - see the link above.

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

In addition to the daytime middle school program, STP will continue to address community needs through the following programs:

• Parent workshops, meetings and conferences designed to inform and educate parents on adolescent growth and development, District and State educational requirements, student assessment, South Tech Academy programs and options and strategies to assist students in the home.

• ESOL: This five-step program takes adult speakers of other languages from basic language skills to the ability to read, write, and speak English. This program is offered in conjunction with South Tech Academy.

• Adult Basic Education: The target population for this program consists of adults testing at least two grade levels below high school range. Academic skill training ranges from basic literacy to pre-GED classes. This program is offered in conjunction with South Tech Academy.

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:

Name	Title
handy, nicole	Principal
Lamerson, Kelly	Assistant Principal

Duties

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

Nicole Handy(Principal) oversees MTSS and SIP implementation. She also develops monthly meeting agendas and tracks student disciplinary referrals. Mrs. Handy receives support from SouthTech Academy's Response to Intervention/School Based Team, ESE Department, and Guidance office to track support for students.
Kathryn McInerney (Admin Support) is the Title I Contact for the school and oversees fiscal compliance as well.
Kelly Lamerson (Assistant Principal) will oversee the curriculum development and will mentor all new teachers. Carine Guillaume, Guidance Counselor, will oversee student early warning signs and will work with the Parent Liaison, Freddy Ponton, to establish proactive parent communication to address these issues.

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

Our data-based problem solving process identifies students requiring academic, behavioral, social, or emotional interventions. We provide interventions that match the student's needs, monitor the progress and make decisions about change. Depending on the success of the interventions, the team leader maintains a file for all referrals. Teachers offer support by differentiating instruction and guiding students to seek out tutoring.
The school-based team can help each SouthTech Prep student to meet or exceed their academic and academy standards by giving students intervention so that they may become successful.
SouthTech Prep will integrate academic software across the curriculum to enhance instructional requirements, increase student achievement, and improve parental awareness. Hardware will also be purchased to support the intervention software programs.
As family involvement is key in student achievement, it is necessary to appropriate funds to keep parents abreast of school-wide initiatives and academic accomplishments.
Title I Part A will support the reading resource teacher, supplemental classroom supplies, staff development, Parent Liaison, software and hardware for intervention programs, and family involvement supplies and activities.
Title I Part C will support any future migrant students when identified. There are currently 2 identified migratory students.
Title II will support teacher recruitment incentive for high need certified instruction.
Title III assists with helping eligible limited English proficient and immigrant students obtain English proficiency and meet the same standards required for all students.

Title X in accordance with the McKinney-Vento Homeless Education Program, SouthTech Prep provides immediate public school enrollment for students - provided it is in the best interest of the student, is requested, and is feasible. There are currently 2 students experiencing homelessness at SouthTech.

SouthTech Prep participates in anti-bullying programs in conjunction with all State statutes and Board policies.

SouthTech Prep utilizes the School District's food service program, meeting all nutritional program guidelines.

A career and technical education is an integral part of SouthTech Prep. In our preparatory school, every student who attends is enrolled in a career cluster class. Students will explore 13 career academies.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nicole Handy	Principal
Freddy Ponton	Education Support Employee
Jim Notter	Business/Community
Donna Baize	Business/Community
Aarom Bloom	Business/Community
Dan Heller	Business/Community
Russ Feldman	Business/Community
	Student
Kaley Lopez	Parent
Hailey Lopez	Student
Kira Corneille	Student
Margaret Cornielle	Parent
Amanda Kelly	Parent
Wachovia Lanier Jr	Student
Diane Heinz	Business/Community

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

The final SIP will be presented to the governing board (which acts as the SAC) prior to final submittal at the September 17, 2015 Annual Board meeting. The board will review and provide input prior to final vote of acceptance.

Development of this school improvement plan

Last year's data was analyzed and the Learning Team developed academic priorities for FY 16 based on student needs. Academic programs, materials and support will be included in the SIP. The SAC represent the larger school community who share responsibility of guiding the development and implementation of the School Improvement Plan.

Preparation of the school's annual budget and plan

The final budget will be presented to the governing board (which acts as the SAC) prior to final submittal. The board will review and provide input prior to final vote of acceptance.
Title I is allocating $51,446.06 supplemental dollars to improve academic achievement of the students.

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

We used the School Improvement funds for before and after school tutorials for academic enrichment, ILit software, math supplemental software, parent resource room and liaison. The funds will also provide staff development in increasing STE@M across all content areas.

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:

Name	Title
handy, nicole	Principal

Duties

Describe how the LLT promotes literacy within the school

Support the Schoolwide Literacy Plan, collaborate on interdisciplinary projects between academies and academic subject areas, raise school-wide reading proficiency through alignment to Common Core in all content area, share vetted teaching techniques to increase literacy skills, suggest and design professional development in literacy building, incorporate the school-wide writing plan in all content areas and rewrite the Lesson Plan template in accordance with Observation4success, Common Core, SPS standards, practicality/ease of use and individual differentiation and ESE modifications.

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

All teachers have a minimum of 30 minutes of common planning several times per week to work both independently and collaboratively, analyzing student data and developing lessons. Teachers who share the same group(s) of students also develop their own instructional focus calendars based upon student data relating to standard mastery. Typically, such calendars encompass a nine-week period. However, teachers may chose to complete them on a monthly basis in order to make necessary adjustments and better align instruction with student needs. Teachers also plan both vertically and horizontally to enable them to become experts of their content and their students. Individual lessons and larger units are developed to include STE@M activities and promote integrated learning. Career cluster instructors are included in all collaborative planning, especially where STE@M is a logical fit. Teachers of the same content area will be trained to conduct lesson studies in order to attain the best possible results from

their instructional strategies. Teachers will have access to a variety of professional development including just in time, virtual instruction, which allows the participants to access relevant information as it is needed. The highest priority areas for professional development include reading in the content area with an emphasis on comprehension, fluency and technical reading skills; STE@M integration; Project Based Learning; School Culture and Climate; Lesson Studies; and other Student-Centered Strategies. Efficacy of both instructional focus and implementation of professional development strategies will be supported by the Classroom Walk Through (CWT) process. The CWT process involves trained professional staff periodically visiting classrooms to perform targeted observations, which include instructional focus, teaching/learning strategy. As a result of the recent Best Practices for Inclusive Education (BPIE) survey, it was suggested by the team that staff is provided additional collaborative planning time during the day to address needs of our SWD and general education population.

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

Principal and teachers are responsible for teacher recruitment and retention. We attend District job fairs, post vacancies on websites and in local newspapers. Salaries are competitive with School District's salary scale.
For retention, monetary stipends are offered for completing the Reading Endorsement. The school has also elected to participate in the Title II Recruitment incentive award. The school will strive to hire highly qualified/certified teachers. Teachers are retained based on Principal's evaluation of staff performance and student's data. All staff are encouraged to obtain the Florida Reading Endorsement certification. Staff are provided a $500 incentive bonus upon completion of each Reading course.

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

SouthTech Prep implements the Educator Support Program (ESP) for beginning teachers, who are paired with Clinical Educators (CE). CEs are trained and certified as mentor teachers, who are paired with beginning teachers according to area of certification. ESP teachers are observed by CEs and given feedback through a series of formative observations.
Additionally, SouthTech Prep has a Beginning Teacher Assistance Program (BTAP) consisting of our experienced teachers and the Principal who meet monthly to provide support for both those who are new to teaching as well as our veteran teachers.

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

School will follow the Florida Standards to drive the curriculum adopting state approved materials. SouthTech Prep follows the Palm Beach County School Board Student Progression Plan.
The school will cover content in the following areas as required by Florida Statue 1003.42(2) and S.B. Policy 2.09 (8)(b): History of Holocaust √ History of Africans and African Americans √ Hispanic Contributions √ Women's Contributions √ Sacrifices of Veterans.

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

School administers fall diagnostics to use as baseline data to drive instruction and lesson plans. Teachers will address individual student needs based on evaluation of data. Learning Team meetings occur regularly to address student learning objectives and to adjust level of intervention as needed. Academic teachers also collaborate with Career and Cluster Instructors to address individual student learning and career goals.

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: Extended School Day

Minutes added to school year: 5,400

Before and During school tutoring - additional tutorial offered to any student requiring academic assistance and enrichment.

Strategy Rationale

To provide academic enrichment and activities for mastery learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
handy, nicole, nicole.handy@pbcharterschools.org

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

Pre and post testing, achievement on standardized testing

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

All students are enrolled in a Career Prep class that introduces the students to all the Career Clusters offered at SouthTech High School. Students are introduced to all academy choices through frequent visits to each academy throughout the year. During these visits, students are given the opportunity to experience hands on activities and learning opportunities. By the 8th grade, students will begin to narrow down their choice for the SouthTech High School Career academy. Students in 8th grade will take career courses for High School credit and certification in Computing and Medical.

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

SouthTech Prep continuously promotes academic and career planning through group counseling lessons. At least twice annually, all students will receive information about academic and post secondary planning. Individual counseling is also used as a delivery method for academic and career planning. Palm Beach State College TRIO Program visits the school monthly to promote college and

career planning. Students are asked to take owner ship in their course planning by applying what is learned in the group and individual counseling lessons to their course selection each year.

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

SouthTech Prep students participate in a career cluster program in addition to their academics. Academic teachers work together to show relevance across the curriculum. Students are able to relate what they learn in an academic class to practical application in their career cluster class.

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

Strategies for Improving Post-secondary readiness include individual counseling sessions and group counseling session with students regarding post secondary planning. Additionally, SouthTech Prep plans a "College and Career Week" in which post secondary options are explored and advertised. Activities include visits from college representatives, career planning workshops, faulty college shirt day, and information about local schools and careers.

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

Not applicable.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

| 1 | = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If SouthTech Prep will set high academic expectations, provide consistent PD, and engage more parents in the education of students, then by 2016 we will increase Science proficiency ranking to the 54th percentile and increase the Math and ELA gains growth ranking to the 60th percentile.

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. If SouthTech Prep will set high academic expectations, provide consistent PD, and engage more parents in the education of students, then by 2016 we will increase Science proficiency ranking to the 54th percentile and increase the Math and ELA gains growth ranking to the 60th percentile. `1a`

🔍 G069731

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Title I supplemental funds
- FTE allocation
- ILit
- Mathaletics

Targeted Barriers to Achieving the Goal `3`

- Background knowledge/foundational skills in reading and math are lacking
- Reading fluency, comprehesion and critical thinking skills are not cultivated

Plan to Monitor Progress Toward G1. `8`

Yearly parent training agenda, attendance, parent evaluation and Title I survey results will be collected and analyzed to determine progress toward the goal

Person Responsible

nicole handy

Schedule

Semiannually, from 1/4/2016 to 6/30/2016

Evidence of Completion

Analysis of Family Involvement survey, science, math and ELA performance data, and overall performance evaluation of the parent liaison

Plan to Monitor Progress Toward G1. `8`

Year-end math, science and ELA achievement data will be collected and analyzed to determine impact of coaching towards the goal

Person Responsible

nicole handy

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Analysis of year-end math, science and ELA achievement data be collected to determine if tutorial programs helped in meeting the set goal

Plan to Monitor Progress Toward G1. 8

Usage report of the on-line subscription and year-end math, science and ELA achievement data will be collected and analyzed to determine progress toward the goal

Person Responsible
nicole handy

Schedule
Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion
Analysis of year-end math, science and ELA achievement data and the usage report of the on-line subscription will be collected to determine if on-line subscription helped in meeting the set goal

Plan to Monitor Progress Toward G1. 8

Year end PD training evaluation report and year-end math, science and ELA achievement data will be collected and analyzed to determine progress toward the goal

Person Responsible
nicole handy

Schedule
Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion
Analysis of year-end PD training evaluation and attendance report and math, science and ELA achievement data will be collected to determine if the PD initiatives helped in meeting the set goal

Plan to Monitor Progress Toward G1. 8

(Reading Tutorial)- Year-end math, science and ELA achievement data will be collected and analyzed to determine progress toward the goal

Person Responsible
nicole handy

Schedule
Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion
Analysis of year-end math, science and ELA achievement data be collected to determine if reading tutorial programs helped in meeting the set goal

Plan to Monitor Progress Toward G1. `8`

Usage report of the on-line subscription/ technology based resources and year-end math, science and ELA achievement data will be collected and analyzed to determine progress toward the goal

Person Responsible
nicole handy

Schedule
Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion
(Reading) Analysis of year-end math, science and ELA achievement data and the usage report of the on-line subscription/technology based resources will be collected to determine if on-line subscription helped in meeting the set goal

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If SouthTech Prep will set high academic expectations, provide consistent PD, and engage more parents in the education of students, then by 2016 we will increase Science proficiency ranking to the 54th percentile and increase the Math and ELA gains growth ranking to the 60th percentile. `1`

🔑 G069731

G1.B1 Background knowledge/foundational skills in reading and math are lacking `2`

🔑 B181403

G1.B1.S1 Build and improve math and science skills through targeted interventions, teacher development, and increased parental involvement `4`

🔑 S192933

Strategy Rationale

Academic achievement is a team effort of all stakeholders

Action Step 1 `5`

A parent liaison will implement robust parental engagement programs to include parent training as well as supervise and maintain the parent resource center

Person Responsible

nicole handy

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Work schedule and services, parent- sign-in, phone logs, parent training agenda, sign-in , handouts, evaluations

Action Step 2 `5`

Provide part time Math and Science coach to give academic guidance and support to staff

Person Responsible

nicole handy

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Student data, teacher sign-in, and lesson plans

Action Step 3 `5`

Purchase on-line subscription and technology based/related supplemental materials to enhance classroom instruction

Person Responsible

nicole handy

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Purchase order, cancelled/cleared check, usage report, reimbursement request with supporting documentation

Action Step 4 `5`

Organize on-going PD and purchase relevant PD materials and resources to support high quality teaching/instruction

Person Responsible

nicole handy

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

PD schedule, teacher sign-in, hand-outs, PD training evaluation, travel checklist, consultant contract, reimbursement request with supporting documentation

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

The parent liaison's schedule and duties will be set. Training materials, effectiveness, participation and evaluation of the training will be reviewed.

Person Responsible

nicole handy

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Parent liaison's shedule and duties will be implemented with fidelity.We will collect and analyze available data on training materials, effectiveness, participation and parent evaluation of the training.

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

Classroom walk through during class time will be done to monitor implementation of support from the coaches

Person Responsible

nicole handy

Schedule

Biweekly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Classroom walk through checklist/notes, checked lesson plans, teacher notes, student assessments

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

Classroom walk through and checking of lesson will be done to monitor implementation of using technology based materials

Person Responsible

nicole handy

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Purchase order, classroom walk through checklist/notes, checked lesson plans, review usage report, reimbursement request with supporting documentation

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

PD shedule will be set and materials needed for the training will be purchased. Teachers will be paid PRT to attend training.

Person Responsible

nicole handy

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

PD schedule, purchase order, teacher sign-in, registration to out of county training, travel checklist, and reimbursement request with supporting documentation

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

Observation of parent liaison's implementation of parent resource center's operation and parent trainings will done. Conference meeting with parent liaison will also be done to make sure the parent involvement plans are implemented with fidelity.

Person Responsible

nicole handy

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Parent liaison observation checklist, conference notes, training agenda, parent sign-in, parent evaluation and PRC's attendance log

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

Teachers and coaches logs will be monitored. Lesson plans will be checked.

Person Responsible

nicole handy

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Tutorial schedule, teacher sign-in, student sign-in, lesson plan, reimbursement request with supporting documentation

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

Data reports generated by the program will be analyzed to show students' progress. Lesson plans will be checked to see continuous use of on-line subscription and technology based resources

Person Responsible

nicole handy

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Reviewed lesson plans, data reports generated by the program and data chat

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

PD training will be implemented as schedule and teachers' participation will be monitored. PD materials will be purchased as soon as possible and registration to out of county training will be done.

Person Responsible

nicole handy

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

PD schedule, Noted PD evaluation report, purchase order, reimbursement request with supporting documentation

G1.B2 Reading fluency, comprehesion and critical thinking skills are not cultivated [2]

G1.B2.S1 Build reading fluency to increase comprehension through targeted intervention, teacher development and increased parent involvement [4]

Strategy Rationale

High academic achievement is a team effort of all stakeholders

Action Step 1 [5]

Integration of on-line subscription and technology based materials/resources in teaching to increase student achievement

Person Responsible

nicole handy

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

On-line subscriptions, purchase order, reimbursement request with supporting documentation

Action Step 2 [5]

Provide extended learning opportunities for targeted studetns

Person Responsible

nicole handy

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Student data, teacher sign-in, student sign-in and lesson plans

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

Classroom walk through during tutorial session will be done to monitor implementation of the program

Person Responsible

nicole handy

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Classroom walk through checklist/notes, checked lesson plans, student sign-in, teacher sign-in and reimbursement request with supporting documentation

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

Purchase on-line subscription and technology based/related supplemental materials to enhance reading instruction

Person Responsible

nicole handy

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Purchase order, classroom walk through checklist/notes, checked lesson plans, reimbursement request with supporting documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Teachers and students' attendance will be monitored. Lesson plans will be checked.

Person Responsible

nicole handy

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Tutorial schedule, teacher sign-in, student sign-in, lesson plan, reimbursement request with supporting documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Data reports generated by the program will be analyzed to show students' progress. Lesson plans will be checked to see continuous use of on-line subscription and technology based resources

Person Responsible

nicole handy

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Reviewed lesson plans and data reports generated by the program

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
G1.B1.S1.A1	A parent liaison will implement robust parental engagement programs to include parent training as well as supervise and maintain the parent resource center	handy, nicole	7/1/2015	Work schedule and services, parent-sign-in, phone logs, parent training agenda, sign-in , handouts, evaluations	6/30/2016 monthly
G1.B2.S1.A1	Integration of on-line subscription and technology based materials/resources in teaching to increase student achievement	handy, nicole	7/1/2015	On-line subscriptions, purchase order, reimbursement request with supporting documentation	6/30/2016 monthly
G1.B1.S1.A2	Provide part time Math and Science coach to give academic guidance and support to staff	handy, nicole	7/1/2015	Student data, teacher sign-in, and lesson plans	6/30/2016 monthly
G1.B2.S1.A2	Provide extended learning opportunities for targeted studetns	handy, nicole	7/1/2015	Student data, teacher sign-in, student sign-in and lesson plans	6/30/2016 monthly
G1.B1.S1.A3	Purchase on-line subscription and technology based/related supplemental materials to enhance classroom instruction	handy, nicole	7/1/2015	Purchase order, cancelled/cleared check, usage report, reimbursement request with supporting documentation	6/30/2016 monthly
G1.B1.S1.A4	Organize on-going PD and purchase relevant PD materials and resources to support high quality teaching/instruction	handy, nicole	7/1/2015	PD schedule, teacher sign-in, hand-outs, PD training evaluation, travel checklist, consultant contract, reimbursement request with supporting documentation	6/30/2016 monthly
G1.MA1	Yearly parent training agenda, attendance, parent evaluation and Title I survey results will be collected and analyzed to determine progress toward the goal	handy, nicole	1/4/2016	Analysis of Family Involvement survey, science, math and ELA performance data, and overall performance evaluation of the parent liaison	6/30/2016 semiannually
G1.MA2	Year-end math, science and ELA achievement data will be collected and analyzed to determine impact of coaching towards the goal	handy, nicole	7/1/2015	Analysis of year-end math, science and ELA achievement data be collected to determine if tutorial programs helped in meeting the set goal	6/30/2016 annually
G1.MA3	Usage report of the on-line subscription and year-end math, science and ELA achievement data will be collected and	handy, nicole	7/1/2015	Analysis of year-end math, science and ELA achievement data and the usage report of the on-line subscription will be collected to determine if on-line	6/30/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	analyzed to determine progress toward the goal			subscription helped in meeting the set goal	
G1.MA4	Year end PD training evaluation report and year-end math, science and ELA achievement data will be collected and analyzed to determine progress toward the goal	handy, nicole	7/1/2015	Analysis of year-end PD training evaluation and attendance report and math, science and ELA achievement data will be collected to determine if the PD initiatives helped in meeting the set goal	6/30/2016 annually
G1.MA5	(Reading Tutorial)- Year-end math, science and ELA achievement data will be collected and analyzed to determine progress toward the goal	handy, nicole	7/1/2015	Analysis of year-end math, science and ELA achievement data be collected to determine if reading tutorial programs helped in meeting the set goal	6/30/2016 annually
G1.MA6	Usage report of the on-line subscription/ technology based resources and year-end math, science and ELA achievement data will be collected and analyzed to determine progress toward the goal	handy, nicole	7/1/2015	(Reading) Analysis of year-end math, science and ELA achievement data and the usage report of the on-line subscription/technology based resources will be collected to determine if on-line subscription helped in meeting the set goal	6/30/2016 monthly
G1.B1.S1.MA1	Observation of parent liaison's implementation of parent resource center's operation and parent trainings will done. Conference meeting with parent liaison will also be done to make sure the parent involvement plans are implemented with fidelity.	handy, nicole	7/1/2015	Parent liaison observation checklist, conference notes, training agenda, parent sign-in, parent evaluation and PRC's attendance log	6/30/2016 quarterly
G1.B1.S1.MA4	Teachers and coaches logs will be monitored. Lesson plans will be checked.	handy, nicole	7/1/2015	Tutorial schedule, teacher sign-in, student sign-in, lesson plan, reimbursement request with supporting documentation	6/30/2016 monthly
G1.B1.S1.MA6	Data reports generated by the program will be analyzed to show students' progress. Lesson plans will be checked to see continuous use of on-line subscription and technology based resources	handy, nicole	7/1/2015	Reviewed lesson plans, data reports generated by the program and data chat	6/30/2016 quarterly
G1.B1.S1.MA8	PD training will be implemented as schedule and teachers' participation will be monitored. PD materials will be purchased as soon as possible and registration to out of county training will be done.	handy, nicole	7/1/2015	PD schedule, Noted PD evaluation report, purchase order, reimbursement request with supporting documentation	6/30/2016 quarterly
G1.B1.S1.MA1	The parent liaison's schedule and duties will be set. Training materials, effectiveness, participation and evaluation of the training will be reviewed.	handy, nicole	7/1/2015	Parent liaison's shedule and duties will be implemented with fidelity.We will collect and analyze available data on training materials, effectiveness, participation and parent evaluation of the training.	6/30/2016 quarterly
G1.B1.S1.MA3	Classroom walk through during class time will be done to monitor implementation of support from the coaches	handy, nicole	7/1/2015	Classroom walk through checklist/ notes, checked lesson plans, teacher notes, student assessments	6/30/2016 biweekly
G1.B1.S1.MA5	Classroom walk through and checking of lesson will be done to monitor implementation of using technology based materials	handy, nicole	7/1/2015	Purchase order, classroom walk through checklist/notes, checked lesson plans, review usage report, reimbursement request with supporting documentation	6/30/2016 monthly
G1.B1.S1.MA7	PD shedule will be set and materials needed for the training will be purchased. Teachers will be paid PRT to attend training.	handy, nicole	7/1/2015	PD schedule, purchase order, teacher sign-in, registration to out of county training, travel checklist, and reimbursement request with supporting documentation	6/30/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Teachers and students' attendance will be monitored. Lesson plans will be checked.	handy, nicole	7/1/2015	Tutorial schedule, teacher sign-in, student sign-in, lesson plan, reimbursement request with supporting documentation	6/30/2016 quarterly
G1.B2.S1.MA4	Data reports generated by the program will be analyzed to show students' progress. Lesson plans will be checked to see continuous use of on-line subscription and technology based resources	handy, nicole	7/1/2015	Reviewed lesson plans and data reports generated by the program	6/30/2016 quarterly
G1.B2.S1.MA1	Classroom walk through during tutorial session will be done to monitor implementation of the program	handy, nicole	7/1/2015	Classroom walk through checklist/ notes, checked lesson plans, student sign-in, teacher sign-in and reimbursement request with supporting documentation	6/30/2016 monthly
G1.B2.S1.MA3	Purchase on-line subscription and technology based/related supplemental materials to enhance reading instruction	handy, nicole	7/1/2015	Purchase order, classroom walk through checklist/notes, checked lesson plans, reimbursement request with supporting documentation	6/30/2016 monthly

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 Opportunities

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

G1. If SouthTech Prep will set high academic expectations, provide consistent PD, and engage more parents in the education of students, then by 2016 we will increase Science proficiency ranking to the 54th percentile and increase the Math and ELA gains growth ranking to the 60th percentile.

G1.B1 Background knowledge/foundational skills in reading and math are lacking

G1.B1.S1 Build and improve math and science skills through targeted interventions, teacher development, and increased parental involvement

PD Opportunity 1

Organize on-going PD and purchase relevant PD materials and resources to support high quality teaching/instruction

Facilitator

Nicole handy and Academic Coaches

Participants

Teachers and Staff

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	A parent liaison will implement robust parental engagement programs to include parent training as well as supervise and maintain the parent resource center					$26,444.06
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			3441 - South Tech Preparatory Academy	Title I Part A		$26,444.06	
			Notes: Salary and benefits of the parent liaison (Freddy Ponton Jr.)				
2	G1.B1.S1.A2	Provide part time Math and Science coach to give academic guidance and support to staff					$6,036.99
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			3441 - South Tech Preparatory Academy	Title I Part A		$6,036.99	
			Notes: Part-time-in-system for tutorials				
3	G1.B1.S1.A3	Purchase on-line subscription and technology based/related supplemental materials to enhance classroom instruction					$6,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			3441 - South Tech Preparatory Academy	Title I Part A		$6,900.00	
			Notes: Achieve 3000, iLit, Study Island, Mathletics etc.				
4	G1.B1.S1.A4	Organize on-going PD and purchase relevant PD materials and resources to support high quality teaching/instruction					$5,065.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			3441 - South Tech Preparatory Academy	Title I Part A		$5,065.00	
			Notes: $4000 for STEAM Consultant; $300 for out-of-county travel (Active Literacy Blueprint); $765 as stipend for teachers to attend workshops				
5	G1.B2.S1.A1	Integration of on-line subscription and technology based materials/resources in teaching to increase student achievement					$7,000.01
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			3441 - South Tech Preparatory Academy	Title I Part A		$7,000.01	

Budget Data

		Notes: Achieve 3000, iLit, and Study Island	
6	**G1.B2.S1.A2**	**Provide extended learning opportunities for targeted studetns**	**$0.00**
		Total:	**$51,446.06**