

The School District of Palm Beach County

South Tech Preparatory Academy



2017-18 Schoolwide Improvement Plan

South Tech Preparatory Academy

1325 GATEWAY BLVD, Boynton Beach, FL 33426

<http://southtechprep.org/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	A

**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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for South Tech Preparatory Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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 Florida Standards, Next Generation Sunshine 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 Florida Standards, Next Generation Sunshine 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 School-wide Progress via annual (FSA) results, progress reports, report cards, Chalk reporting software, 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.

2. School Environment

a. 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.

b. 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 are collectively 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. All new staff will receive training on the our School Wide Positive Behavior System as well as support in the implementation of Universal Design for Learning across all instructional and non-instructional school contexts.

c. 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 currently utilizes a school wide positive behavior support system. This behavior program focuses on increasing positive character and good behaviors in the school setting. Our universal guidelines for behavior are, 1) Be respectful , 2) Be responsible and , 3) Be ready to learn. These guidelines are expressed in specific behavioral expectations in various school settings (ie. cafeteria, classrooms, School bus, hallways) Regularly, throughout the school year, these guidelines are rehearsed and repeated with all stakeholders. A positive reinforcement schedule is developed through collaboration with students and staff, and implementation is monitored through a school wide positive behavior support committee. Consequences for not following these guidelines are administered by staff in accordance with our school discipline protocol.

d. 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, 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. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- School wide attendance data is recorded and monitored through teacher attendance reporting. Students with four or more absences during a nine-week period are classified as off -track.
- School wide student behavior data is monitored through student discipline referrals. Students receiving two referrals in a nine-week period or students receiving one referral that leads to suspension are classified in school wide data as off -track.
- Student academic progress is monitored school wide through quarterly grade reporting. Students in the following categories are classified as off-track:
 Students earning an F in Language Arts, Reading, Math, or Science
 Students who received a level 1 on the previous year's statewide assessment

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	31	20	17	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	3	3	2	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	63	64	33	0	0	0	0	160
Level 1 on statewide assessment	0	0	0	0	0	0	82	71	37	0	0	0	0	190

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	52	37	20	0	0	0	0	109

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

With regard to interventions, STPA employs the Multi- tiered system of support framework. Primarily, administration takes a pro-active approach in promoting tier 1 (core) instruction and behavior support in every classroom and venue in our school setting. Additional interventions are considered and employed when core instruction is not sufficient for student progress. Once students are referred to SBT, the RTI/SBT will again ensure core instruction and then recommend and monitor appropriate evidence –based interventions. The intervention trajectory for specific areas is included below.

Attendance Interventions

- Parent Conference
- Attendance Contract
- Referral to SBT
- Referral to School Truancy Officer

Behavior Interventions

- Teacher/Student Conference
- Parent/Teacher/Student Conference
- Behavior contract
- SBT Referral
- Office Discipline Referral
- Administration/Parent/Student Behavior Contract

Academic Interventions

- Summer Math Boot Camp
- Intensive Reading Instruction
- Small group Instruction
- During/ After school Tutoring
- SBT Referral

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/445601>.

2. Description

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

2. 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.

STPA builds partnerships with community members through monthly meetings with the community through its' School Improvement Committee and School Advisory Committee

- 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.

Options offered for our parents and all community members include:

- 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Handy, Nicole	Principal
Hardy, Kevin	Assistant Principal

b. Duties

1. 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 tracks student disciplinary referrals and student academic progress.

Kevin Hardy (Assistant Principal) oversees the curriculum development, and monitors classrooms and teachers for core instruction implementation.

Chimere Brown, mentors new teachers, and provides academic instructional support for faculty.

Brittany Glazier, Guidance Counselor, oversees student early warning signs, RTI and School Based Team as well as works with the Parent Liaison,Freddy Ponton, to establish proactive parent communication to address these issues.

2. 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 which meets at least monthly, with additional meeting times scheduled as needed, 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.

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

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
Diane Heinz	Business/Community
Lennon Acebol	Student
Carlos Acebal	Parent
Karen Roberts	Parent
Alexis Roberts	Student
Tracy Mcleod	Parent
Koi Mcleod	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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 October 12, 2016 Annual Board meeting. The board will review and provide input prior to final vote of acceptance.

b. Development of this school improvement plan

Last year's data was analyzed and the Learning Team developed academic priorities for FY 18 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.

c. 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 \$151,950 supplemental dollars to improve academic achievement of the students.

2. 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 coaches, as well as a graduation coach, Achieve 3000, and Imagine Learning software, for reading and math supplemental instruction, parent resource room and liaison. The funds also provided staff development in increasing STE@M across all content areas.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Handy, Nicole	Principal
Hardy, Kevin	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT exists to support the Schoolwide Literacy Plan, collaborate on interdisciplinary projects between academies and academic subject areas, raise school-wide reading proficiency through alignment to Florida Standards in all content area, share vetted teaching techniques to increase literacy skills, suggest and design professional development in literacy building and to incorporate the school-wide writing plan in all content areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

All teachers have at least one scheduled common planning time with their content area team and administration once per month. During this time, teachers 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. 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.

2. 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.

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. Annually, as funds are made available through the state legislature, teachers are encouraged to apply for the state's best and brightest teachers scholarship.

3. 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 veteran teachers with evaluative ratings of Highly qualified. These veteran teachers receive training to become mentor teachers. Mentor teachers conduct observations of new teachers and provide appropriate feedback.

Additionally, SouthTech Prep has a Beginning Teacher Assistance Program (BTAP) consisting of our new and experienced teachers as well as administration who meet monthly to provide support for both those who are new to teaching as well as our veteran teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

The school administers formative assessments throughout the year beginning in September as well as a winter diagnostic assessment in January to measure student learning and to inform instruction and lesson planning. Teachers and administration conducts data chats with students to assist students in goal-setting regarding standardized assessments. The school leadership team reviews Performance Matters, Achieve 3000 and Imagine Learning software to discern academic needs and plan proper school wide responses to data. Learning Team meetings occur regularly to address student learning objectives and to adjust levels of intervention as needed. Academic teachers also collaborate with Career and Cluster Instructors to address individual student learning and career goals.

2. 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

During and After 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)

- Core Academic Instruction
- 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, Performance Matters assessments, as well as achievement on state assessments.

Strategy: Summer Program

Minutes added to school year: 960

Summer Algebra Boot camp

Strategy Rationale

To reinforce skills that are pre-requisite to Algebra 1

Strategy Purpose(s)

- Core Academic Instruction

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

Beginning of Year Algebra 1 Pre-Test. Individual student scores will be analyze, noting similarities and differences in responses between those who attended the camp and those who did not.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 Information Technology or Medical Instructional Technology.

b. College and Career Readiness

1. 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 career preparatory courses. 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. Students are asked to take ownership in their course planning by applying what is learned in the group or individual counseling lessons to their course selection each year.

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

SouthTech Prep students are able to participate in the information technology and/ or Medical technology program. 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.

3. 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 visits to our high school career academies. 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, faculty college shirt day, and information about local schools and careers.

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 we increase parent involvement, then student academic performance will increase in all content areas.
- G2.** If teachers effectively use student assessment data to implement rigorous, standards-based instruction, then students will increase proficiency on state assessments in all content areas.

Strategic Goals Detail

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

G1. If we increase parent involvement, then student academic performance will increase in all content areas. 1a

G095392

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	45.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Due to language differences, parents are often unable to effectively communicate with teachers and school staff regarding their child's academic performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Supplemental Funds

Plan to Monitor Progress Toward G1. 8

Conduct data chats with teachers, students, and families on an on-going basis. Review relevant parent training agendas, review of parent attendance patterns and parent evaluations. Title 1 survey will be collected and analyzed to determine progress toward the goal.

Person Responsible

Nicole Handy

Schedule

Semiannually, from 8/7/2017 to 6/29/2018

Evidence of Completion

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

G2. If teachers effectively use student assessment data to implement rigorous, standards-based instruction, then students will increase proficiency on state assessments in all content areas. **1a**

G095393

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	30.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal **3**

- Teacher professional development regarding rigorous, standards -based instruction
- Students demonstrate underdeveloped skills in reading and math on standardized assessments
- Lack of continuous professional development regarding teacher effectiveness

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Title 1 Supplemental Funds
- FTE Allocation

Plan to Monitor Progress Toward G2. **8**

Classroom walk through observations will be conducted to monitor teacher use implementation of standards based instructional strategies

Person Responsible

Kevin Hardy

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk through checklists, teacher lesson plans, student assessments

Plan to Monitor Progress Toward G2. **8**

Conduct data chats with parents, students, and teachers on a regular basis. Review parent training agendas as well as parent attendance norms and evaluations. Title 1 survey results will be collected and analyzed to determine progress toward goal.

Person Responsible

Nicole Handy

Schedule

Quarterly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Family involvement survey, math and ELA performance data, overall performance evaluation of the parent liaison

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 we increase parent involvement, then student academic performance will increase in all content areas.

1

 G095392

G1.B1 Due to language differences, parents are often unable to effectively communicate with teachers and school staff regarding their child's academic performance. **2**

 B256799

G1.B1.S1 Provide a staff person dedicated to ensuring effective communication between the school and parents. **4**

 S271619

Strategy Rationale

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 which will consist of computers, desks, educational software programs, pamphlets, etc.

Person Responsible

Nicole Handy

Schedule

Monthly, from 7/24/2017 to 6/29/2018

Evidence of Completion

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

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

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

On 6/29/2018

Evidence of Completion

Parent evaluations of training, attendance logs

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

Review parent training agendas, review parent attendance patterns and parent evaluations of trainings. Title 1 survey results will be collected and analyzed to determine progress toward the goal.

Person Responsible

Nicole Handy

Schedule

On 6/29/2018

Evidence of Completion

science, math, and ELA performance data; parent evaluations of parent trainings, parent sign-in forms

G2. If teachers effectively use student assessment data to implement rigorous, standards-based instruction, then students will increase proficiency on state assessments in all content areas. 1

G095393

G2.B1 Teacher professional development regarding rigorous, standards -based instruction 2

B256800

G2.B1.S1 Provide professional development for standards-based and high rigor instruction 4

S271620

Strategy Rationale

Action Step 1 5

Organize ongoing professional development through Professional Learning Communities to support high quality, standards-based instruction

Person Responsible

Nicole Handy

Schedule

Quarterly, from 7/24/2017 to 6/8/2018

Evidence of Completion

PD attendance logs

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

PD schedule will be set, teachers will be required to sign-in to training.

Person Responsible

Nicole Handy

Schedule

Quarterly, from 8/4/2017 to 6/29/2018

Evidence of Completion

PD schedule and attendance logs

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

Classroom walk through and checking of lesson plans will be done to monitor implementation of standards- based and high rigor instructional strategies

Person Responsible

Kevin Hardy

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk through checklists and notes, checked lesson plans, student assessments

G2.B2 Students demonstrate underdeveloped skills in reading and math on standardized assessments **2**

 B256801

G2.B2.S1 Build student reading fluency to increase comprehension through targeted intervention, teacher development and increased parent involvement **4**

 S271621

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 to increase student achievement (Z-Space software/Adobe Creative), Imagine Math, and Achieve 3000 as well as refurbish reading classroom libraries with books, book shelves, and other materials.

Person Responsible

Nicole Handy

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Provide extended learning opportunities for targeted students

Action Step 2 **5**

Improve STEaM integration through the use of hands-on expeditionary learning and provide extended learning opportunities for targeted students - implementing STEM hands-on activities (Makerspace at HackLAB)

Person Responsible

Nicole Handy

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student data, lesson plans, products, parent permission slips

Action Step 3 5

Provide extended learning opportunities for targeted students - after school tutorial

Person Responsible

Nicole Handy

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 4 5

Provide part time academic and graduation coach to give academic guidance and support to staff and students and intensive reading instructors to assist struggling readers.

Person Responsible

Nicole Handy

Schedule

Daily, from 7/24/2017 to 6/29/2018

Evidence of Completion

Staff Rosters

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

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

Person Responsible

Nicole Handy

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

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 Effectiveness of Implementation of G2.B2.S1 7

Teacher and student attendance will be monitored. Lesson plans will be checked.

Person Responsible

Kevin Hardy

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student performance data in software indicates increase in reading and math skills

Plan to Monitor Effectiveness of Implementation of G2.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

Kevin Hardy

Schedule

Quarterly, from 8/14/2017 to 6/29/2018

Evidence of Completion

Reviewed lesson plans and reports generated by the program

G2.B3 Lack of continuous professional development regarding teacher effectiveness **2**

 B256802

G2.B3.S1 Provide Professional Learning Communities to address instructional focus at least monthly **4**

 S271622

Strategy Rationale

Many factors shape a child's performance in school but the most influential is teacher effectiveness

Action Step 1 **5**

Provide professional development for teachers to effectively participate in PLC

Person Responsible

Kevin Hardy

Schedule

Monthly, from 8/4/2017 to 6/1/2018

Evidence of Completion

PLC action plan documents

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

PLC Action plan logs will be checked quarterly

Person Responsible

Kevin Hardy

Schedule

Monthly, from 10/9/2017 to 6/1/2018

Evidence of Completion

PLC Action Plan Binder/ displaying initiatives implemented among the committee and resulting progress demonstrated by students

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

School PD journal as well as PD attendance logs will be monitored to ensure PD available and teacher attended

Person Responsible

Kevin Hardy















Schedule

Monthly, from 8/14/2017 to 6/29/2018



Evidence of Completion

School Professional development journal and PD sign-in sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1  M389469	Classroom walk through observations will be conducted to monitor teacher use implementation of...	Hardy, Kevin	8/14/2017	Classroom walk through checklists, teacher lesson plans, student assessments	6/1/2018 biweekly
G2.MA2  M389470	Conduct data chats with parents, students, and teachers on a regular basis. Review parent training...	Handy, Nicole	9/11/2017	Family involvement survey, math and ELA performance data, overall performance evaluation of the parent liaison	6/1/2018 quarterly
G2.B1.S1.MA1  M389462	Classroom walk through and checking of lesson plans will be done to monitor implementation of...	Hardy, Kevin	8/14/2017	Classroom walk through checklists and notes, checked lesson plans, student assessments	6/1/2018 biweekly
G2.B2.S1.MA1  M389464	Teacher and student attendance will be monitored. Lesson plans will be checked.	Hardy, Kevin	8/14/2017	Student performance data in software indicates increase in reading and math skills	6/1/2018 biweekly
G2.B2.S1.MA1  M389466	Classroom walk-through during tutorial session will be done to monitor implementation of the program	Handy, Nicole	8/14/2017	Classroom walk -through checklist/ notes, checked lesson plans, student sign-in, teacher sign-in and reimbursement request with supporting documentation	6/1/2018 biweekly
G2.B2.S1.A1  A364174	Integration of on-line subscription and technology based materials/resources to increase student...	Handy, Nicole	8/28/2017	Provide extended learning opportunities for targeted students	6/1/2018 weekly
G2.B2.S1.A2  A364175	Improve STEaM integration through the use of hands-on expeditionary learning and provide extended...	Handy, Nicole	8/14/2017	Student data, lesson plans, products, parent permission slips	6/1/2018 monthly
G2.B2.S1.A3  A364176	Provide extended learning opportunities for targeted students - after school tutorial	Handy, Nicole	8/14/2017	Student data, teacher/student sign-in and lesson plans, products	6/1/2018 quarterly
G2.B3.S1.MA1  M389468	PLC Action plan logs will be checked quarterly	Hardy, Kevin	10/9/2017	PLC Action Plan Binder/ displaying initiatives implemented among the committee and resulting progress demonstrated by students	6/1/2018 monthly
G2.B3.S1.A1  A364178	Provide professional development for teachers to effectively participate in PLC	Hardy, Kevin	8/4/2017	PLC action plan documents	6/1/2018 monthly
G2.B1.S1.A1  A364173	Organize ongoing professional development through Professional Learning Communities to support high...	Handy, Nicole	7/24/2017	PD attendance logs	6/8/2018 quarterly
G1.MA1  M389461	Conduct data chats with teachers, students, and families on an on-going basis. Review relevant...	Handy, Nicole	8/7/2017	Analysis of Family Involvement survey; science, math, and ELA performance data; overall performance evaluation of the parent liaison	6/29/2018 semiannually
G1.B1.S1.MA1  M389459	Review parent training agendas, review parent attendance patterns and parent evaluations of...	Handy, Nicole	7/24/2017	science, math, and ELA performance data; parent evaluations of parent trainings, parent sign-in forms	6/29/2018 one-time
G1.B1.S1.MA1  M389460	Parent liaison's schedule and duties will be set. Training materials, effectiveness, participation...	Handy, Nicole	7/24/2017	Parent evaluations of training, attendance logs	6/29/2018 one-time
G1.B1.S1.A1  A364172	A parent liaison will implement robust parental engagement programs to include parent training as...	Handy, Nicole	7/24/2017	Work schedule and services, parent sign-in, phone logs, parent training agenda, handouts, evaluations	6/29/2018 monthly
G2.B1.S1.MA1  M389463	PD schedule will be set, teachers will be required to sign-in to training.	Handy, Nicole	8/4/2017	PD schedule and attendance logs	6/29/2018 quarterly
G2.B2.S1.MA4  M389465	Data reports generated by the program will be analyzed to show students' progress. Lesson plans...	Hardy, Kevin	8/14/2017	Reviewed lesson plans and reports generated by the program	6/29/2018 quarterly

Palm Beach - 3441 - South Tech Preparatory Academy - 2017-18 SIP
South Tech Preparatory Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A4  A364177	Provide part time academic and graduation coach to give academic guidance and support to staff and...	Handy, Nicole	7/24/2017	Staff Rosters	6/29/2018 daily
G2.B3.S1.MA1  M389467	School PD journal as well as PD attendance logs will be monitored to ensure PD available and...	Hardy, Kevin	8/14/2017	School Professional development journal and PD sign-in sheets	6/29/2018 monthly

V. Professional Development Opportunities

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

G2. If teachers effectively use student assessment data to implement rigorous, standards-based instruction, then students will increase proficiency on state assessments in all content areas.

G2.B3 Lack of continuous professional development regarding teacher effectiveness

G2.B3.S1 Provide Professional Learning Communities to address instructional focus at least monthly

PD Opportunity 1

Provide professional development for teachers to effectively participate in PLC

Facilitator

Nicole Handy

Participants

Staff

Schedule

Monthly, from 8/4/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

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 which will consist of computers, desks, educational software programs, pamphlets, etc.				\$16,808.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3441 - South Tech Preparatory Academy	Title I, Part A		\$16,808.00
2	G2.B1.S1.A1	Organize ongoing professional development through Professional Learning Communities to support high quality, standards-based instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3441 - South Tech Preparatory Academy	Title I, Part A		\$0.00
3	G2.B2.S1.A1	Integration of on-line subscription and technology based materials/resources to increase student achievement (Z-Space software/Adobe Creative), Imagine Math, and Achieve 3000 as well as refurbish reading classroom libraries with books, book shelves, and other materials.				\$23,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3441 - South Tech Preparatory Academy	Title I, Part A		\$23,300.00
4	G2.B2.S1.A2	Improve STEaM integration through the use of hands-on expeditionary learning and provide extended learning opportunities for targeted students - implementing STEM hands-on activities (Makerspace at HackLAB)				\$4,020.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3441 - South Tech Preparatory Academy	Title I, Part A		\$4,020.00
5	G2.B2.S1.A3	Provide extended learning opportunities for targeted students - after school tutorial				\$15,721.71
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3441 - South Tech Preparatory Academy	Title I, Part A		\$15,721.71
6	G2.B2.S1.A4	Provide part time academic and graduation coach to give academic guidance and support to staff and students and intensive reading instructors to assist struggling readers.				\$87,063.25
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Palm Beach - 3441 - South Tech Preparatory Academy - 2017-18 SIP
South Tech Preparatory Academy

			3441 - South Tech Preparatory Academy	Title I, Part A		\$87,063.25
7	G2.B3.S1.A1	Provide professional development for teachers to effectively participate in PLC				\$0.00
					Total:	\$146,912.96