South Tech Preparatory Academy

2018-19 Schoolwide Improvement Plan

Table of Contents

South Tech Preparatory Academy

1325 GATEWAY BLVD, Boynton Beach, FL 33426

http://southtechprep.org/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	94%

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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	C*

School Board Approval

This plan was approved by the Palm Beach County School Board on 12/5/2018.

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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 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.

School Leadership Team

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

Duties

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

Principal: Works with school leadership team which consists of teachers, academic coach and dean of students to set goals for student learning and to develop methods and processes to accomplish set goals.

Assistant Principal: Monitors for Implementation of school wide initiatives to accomplish set goals. Works with the academic coach to provides support to instructional staff regarding academic initiatives and functions .

Early Warning Systems

Year 2017-18

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	17	19	10	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	16	12	6	0	0	0	0	34
Course failure in ELA or Math	0	0	0	0	0	0	14	29	20	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	0	0	0	85	63	53	0	0	0	0	201

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	29	27	14	0	0	0	0	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	28	29	22	0	0	0	0	79

Date this data was collected
Monday 9/17/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	72	37	0	0	0	0	191

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science Achievement in SY18 was our lowest performance area at 31%. This has been a trend for the past 3 years: SY16- 39%, SY17- 36%, SY18- 31%.

Which data component showed the greatest decline from prior year?

ELA Learning Gains in the bottom quartile was our areas of greatest decline at 50% in SY18 from 57% in SY 17 .

Which data component had the biggest gap when compared to the state average?

Seventh grade math performance last year was nineteen percentage points below the state average.

Which data component showed the most improvement? Is this a trend?

Middle School Acceleration Points showed greatest improvement going from 53% in SY17 to 79% in SY18.

Describe the actions or changes that led to the improvement in this area.

Careful monitoring of students placed in Algebra 1 and Information Science courses. Progress was reviewed at regular intervals beginning early in the school year and remediation was provided.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	56%	53%	44%	55%	52%
ELA Learning Gains	52%	57%	54%	48%	56%	53%
ELA Lowest 25th Percentile	50%	49%	47%	58%	49%	45%
Math Achievement	43%	61%	58%	26%	59%	55%
Math Learning Gains	48%	61%	57%	21%	60%	55%
Math Lowest 25th Percentile	47%	54%	51%	31%	48%	47%
Science Achievement	31%	55%	52%	39%	54%	50%
Social Studies Achievement	81%	75%	72%	72%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	17 (31)	19 (20)	10 (17)	46 (68)
One or more suspensions	16 (3)	12 (3)	6 (2)	34 (8)
Course failure in ELA or Math	14 (63)	29 (64)	20 (33)	63 (160)
Level 1 on statewide assessment	85 (82)	63 (71)	53 (37)	201 (190)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	40%	53%	-13%	52%	-12%
	2017	44%	54%	-10%	52%	-8%
Same Grade Comparison		-4%				
Cohort Comparison						

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	45%	54%	-9%	51%	-6%
	2017	44%	55%	-11%	52%	-8%
Same Grade Comparison		1%				
Cohort Comparison		1%				
08	2018	51%	60%	-9%	58%	-7%
	2017	46%	56%	-10%	55%	-9%
Same Grade Comparison		5%				
Cohort Comparison		7%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	33%	56%	-23%	52%	-19%
	2017	22%	55%	-33%	51%	-29%
Same Grade Comparison		11%				
Cohort Comparison						
07	2018	32%	39%	-7%	54%	-22%
	2017	31%	38%	-7%	53%	-22%
Same Grade Comparison		1%				
Cohort Comparison		10%				
08	2018	42%	65%	-23%	45%	-3%
	2017	65%	63%	2%	46%	19%
Same Grade Comparison		-23%				
Cohort Comparison		11%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	30%	54%	-24%	50%	-20%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	81%	72%	9%	71%	10%
2017	83%	73%	10%	69%	14%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
Compare		-2%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	95%	62%	33%	62%	33%
2017	79%	59%	20%	60%	19%
Compare		16%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	19	43	40	19	33	32	16	54			
ELL	19	37	36	19	29	33		77			
BLK	50	55	57	42	50	49	28	84	85		
HSP	40	47	43	43	45	45	29	82	71		
WHT	53	56		42	50		50	57	80		
FRL	45	51	51	43	47	47	29	81	79		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	15	32	35	20	31	24	21	71			
ELL	24	44	72	20	34	48		79			
BLK	46	52	55	37	48	46	29	86	45		
HSP	43	52	55	40	46	43	38	89	54		
WHT	50	67		51	56	45	46	82			
FRL	44	53	56	39	48	46	33	86	45		

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To increase opportunities for students to develop and enhance skills in ELA, Math and Science
Rationale	A large percentage of our students demonstrate a lack of proficiency in the areas of ELA, Math, and Science. Students will be provided additional opportunities to practice these kills through various problem solving and critical thinking activities. This will lead to more students demonstrating proficiency in these areas.
Intended Outcome	Students to demonstrate growth in ELA , Math, and Science as measured by FSA and FCAT.
Point Person	Kevin Hardy (kevin.hardy@pbcharterschools.org)

Action Step	
Description	Enroll Students in extended learning opportunities Provide professional development for small group instruction Monitor student progress in small groups (ELA , Math, and Science classrooms) Implementation of Grade Level Meetings for targeted students collaborative response Implementation of Makerspace activities throughout math, science, and ELA curriculum
Person Responsible	Kevin Hardy (kevin.hardy@pbcharterschools.org)

Plan to Monitor Effectiveness	
Description	Monitor Lesson Plans for differentiated Instruction Monitor student performance data in Achieve 3000 and Imagine Learning Software, and Science supplemental software/ assist teachers with formulating small groups as needed Monthly meetings with grade level chairs to ensure agendas and minutes Issue Makerspace Implementation Benchmarks through department chairs and check progress through DHM
Person Responsible	Kevin Hardy (kevin.hardy@pbcharterschools.org)

Activity #2	
Title	To increase parent and family involvement in their students' academic success
Rationale	Parents and families are often hindered in helping their children to do well in school due to barriers such as complexity of course content, lack of time availability to meet with teachers, language barriers to effective communication between school staff and families, lack of familiarity of the school culture. We will work to eliminate these barriers so that families can assist their children in doing well at school.
Intended Outcome	Increased parent and family participation in student academics through increased interaction with their child's teachers and course content.
Point Person	Nicole Handy (nicole.handy@pbcharterschools.org)
Action Step	
Description	Employ Parent Liaison/ Language Facilitator School Counselor to coordinate parent/teacher conferences Family Academic Training Nights Parent/Family recruitment for SISC and PTO
Person Responsible	Nicole Handy (nicole.handy@pbcharterschools.org)
Plan to Monitor Effectiveness	
Description	Monitor sign-in logs for parent/family events as well as SISC and PTO meetings Monitor parent contact logs for parent liaison Ensure advance notice of meetings/events through Parent contact software
Person Responsible	Nicole Handy (nicole.handy@pbcharterschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

SouthTech Prep will encourage parent involvement in school activities and decision making through academic family participation events, School Improvement Steering Committee participation, parent volunteer opportunities, and our PTO. We will provide advance notice of these events through parent links, flyers, and parent contact software.

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

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 School Counseling Department, and through student involvement in self-empowerment initiatives, such as Safe Schools Ambassadors. 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. Morning Meetings are held two to three times weekly in students' homeroom where social emotional skills are discussed and developed.

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.

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. Teachers also discuss students in grade level team meetings to seek solutions to individual student challenges.
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.

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.

Part V: Budget	
Total:	**$190,246.72**