

The School District of Palm Beach County

South Tech Preparatory Academy



2020-21 Schoolwide Improvement Plan

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South Tech Preparatory Academy

1325 GATEWAY BLVD, Boynton Beach, FL 33426

<http://southtechprep.org/>

Demographics

Principal: Nicole Handy

Start Date for this Principal: 8/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (53%) 2016-17: C (52%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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South Tech Preparatory Academy

1325 GATEWAY BLVD, Boynton Beach, FL 33426

<http://southtechprep.org/>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	94%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

N/A

SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Handy, Nicole	Principal	Provides administrative and supervisory oversight of all functions related to instructional administration, curriculum, and instructional personnel for middle school academic programs including, but not limited to:
		1. Operates the school appropriately for the best interest of students, in accordance with the highest traditions of public education, and in support of South Tech's mission statement and objectives
		2. Provides educational leadership conducive to optimum performance by staff and students
		3. Acts and conducts job responsibilities in a manner that serves as an expectation standard for staff
		4. Communicates effectively with parents, students, staff, and the community
		5. Actively pursues professional development for self and staff that maintains awareness of current educational trends, methodology, and focus
		6. Supervises, mentors, and supports Guidance and Administrative staff in the execution of job responsibilities
		7. Supervises, monitors, and observes instructors in the classroom
		8. Collaborates with the Director of Professional Programs in developing integration of academic and career education programs and curriculum
		9. Recruits, selects, places, evaluates, and provides professional development activities for instructional staff
		10. Analyzes student performance data and prescribes instructional methods, materials, and strategies intended to address Florida Standards, thereby preparing all students for related testing
		11. Provides instructional leadership that assures compliance with Federal and State mandates and assures the academic success of all students
		12. Uses student performance data to drive integrated curriculum development, evaluation, and modification as needed
		13. Participates in academic program evaluation, design, and modification, and the selection, design, development, and initiation of new programs as needed to remain abreast of community needs, student and parent appeal, marketing feasibility, facility practicality/adaptability, liability, and instructor availability
		14. Monitors and assures management strategies to continually improve student promotion
		15. Directs the development of the School Improvement Plan
		16. Attends Governing Board and other Meetings
		17. Assists the President in over-all school operations, as directed
		18. Supervises the students and staff recruitment process in a manner that assures success
		19. Fulfills the second step in all grievance due process matters for academic staff
		20. Collaborates with the high school Principal and Executive Director to assure staff unity and mission achievement
Beattie, Denise	Assistant Principal	Assists the Principal in the oversight of all functions including, but not limited to:
		1. Observes and evaluates instructional staff
		2. Monitors Diagnostic, FSA, and EOC test administration and staff training
		3. Analyzes student performance data to prepare all students for the state tests to

Name	Title	Job Duties and Responsibilities
		<p>drive integrated curriculum development, evaluation, and modification; to drive overall instructional program development; and to determine staff development activities</p> <p>4. Monitors master schedule to assure appropriate placement all students</p> <p>5. Monitors compliance with state and federal mandates</p> <p>6. Assists in instructional staff recruitment, selection, placement, development, supervision, management, and evaluation</p> <p>7. Assists in Career Academy program recruitment, development, evaluation, and modification</p> <p>8. Assures program compatibility with workforce demand, student appeal, marketability, available facilities, liability exposure, and instructor availability</p> <p>9. Provides data for and assists in the development of the School Improvement Plan</p> <p>10. Assures that student achievement and accountability mandates are met</p> <p>11. Attends monthly Governing Board Meetings</p> <p>12. Attends monthly SISC Meetings</p> <p>13. Attends Department, PLC, and team meetings</p> <p>14. Assists the Principal and Executive Director in over-all school operations, as directed</p> <p>15. Fulfills the first step in all grievance due process matters relating to secondary instructional department employee and student instructional issues</p> <p>16. Performs Other Duties as Assigned</p>

Demographic Information

Principal start date

Friday 8/1/2014, Nicole Handy

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

30

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8

Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	183	176	178	0	0	0	0	537
Attendance below 90 percent	0	0	0	0	0	0	8	12	7	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	11	14	9	0	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	9	20	19	0	0	0	0	48
Course failure in Math	0	0	0	0	0	0	15	10	8	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	37	42	37	0	0	0	0	116
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	54	43	0	0	0	0	145
Level 1 on Statewide Assessment Civics	0	0	0	0	0	0	0	13	0	0	0	0	0	13
Level 1 on Statewide Assessment Science	0	0	0	0	0	0	0	0	39	0	0	0	0	39

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	7	12	5	0	0	0	0	24

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/1/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	174	180	185	0	0	0	0	539
Attendance below 90 percent	0	0	0	0	0	0	10	13	23	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	13	9	20	0	0	0	0	42
Course failure in ELA or Math	0	0	0	0	0	0	21	21	23	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	0	0	0	57	72	68	0	0	0	0	197

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	22	29	34	0	0	0	0	85

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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Prior Year - 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		
Number of students enrolled	0	0	0	0	0	0	174	180	185	0	0	0	0	539	
Attendance below 90 percent	0	0	0	0	0	0	10	13	23	0	0	0	0	46	
One or more suspensions	0	0	0	0	0	0	13	9	20	0	0	0	0	42	
Course failure in ELA or Math	0	0	0	0	0	0	21	21	23	0	0	0	0	65	
Level 1 on statewide assessment	0	0	0	0	0	0	57	72	68	0	0	0	0	197	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	22	29	34	0	0	0	0	85	

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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	58%	54%	45%	56%	52%
ELA Learning Gains	51%	56%	54%	54%	57%	54%
ELA Lowest 25th Percentile	44%	49%	47%	57%	48%	44%
Math Achievement	45%	62%	58%	40%	61%	56%
Math Learning Gains	53%	60%	57%	48%	61%	57%
Math Lowest 25th Percentile	47%	53%	51%	45%	52%	50%
Science Achievement	34%	52%	51%	36%	53%	50%
Social Studies Achievement	73%	75%	72%	87%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

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	2019	45%	58%	-13%	54%	-9%
	2018	40%	53%	-13%	52%	-12%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	43%	53%	-10%	52%	-9%
	2018	45%	54%	-9%	51%	-6%
Same Grade Comparison		-2%				
Cohort Comparison		3%				
08	2019	50%	58%	-8%	56%	-6%
	2018	51%	60%	-9%	58%	-7%
Same Grade Comparison		-1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	36%	60%	-24%	55%	-19%
	2018	33%	56%	-23%	52%	-19%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	25%	35%	-10%	54%	-29%
	2018	32%	39%	-7%	54%	-22%
Same Grade Comparison		-7%				
Cohort Comparison		-8%				
08	2019	57%	64%	-7%	46%	11%
	2018	42%	65%	-23%	45%	-3%
Same Grade Comparison		15%				
Cohort Comparison		25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	34%	51%	-17%	48%	-14%
	2018	30%	54%	-24%	50%	-20%
Same Grade Comparison		4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	72%	1%	71%	2%
2018	81%	72%	9%	71%	10%
Compare		-8%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	64%	25%	61%	28%
2018	95%	62%	33%	62%	33%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	14	37	39	21	38	33	3	48			
ELL	31	45	41	30	43	52	19	59	60		

2019 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 2017-18	C & C Accel 2017-18
BLK	46	48	40	45	54	47	39	79	70		
HSP	45	53	46	44	53	48	26	67	64		
WHT	46	49		50	47		42	80			
FRL	44	51	45	44	53	48	33	73	68		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science Proficiency: Only 34% of our students tested "proficient" in Science. Although we closed the achievement gap vs. the district between 2018 and 2019 by 7% and vs. the state by 6%, we still have a lot of ground to make-up. In 2019, the scores fell short of the district by 17% and the state by 14%. Contributing factors to this performance are lack of proficiency in ELA and Math, difficulty in recruiting highly qualified content area instructors, and the Department Chair leaving mid-year leaving a huge instructional void.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline between 2018 and 2019 was Social Studies achievement. Our proficiency fell by 8%, but at 73% proficient we are still on par with both the state and district. We scored 1% above the state average and 2% below the district average. In addition, 7th grade math proficiency decreased by 7% due to lack of rigor in the classroom and the lack of data-driven instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

7th grade math proficiency levels fell 29% below the state. This was due to lack of rigor in the classroom and the lack of data-driven instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

8th grade math proficiency increased by 15%, and actually outperformed the state by 11%. Although the 7th grade math scores showed a clear problem area, math learning gains overall increased by 5%. The implementation of Peer Learning Communities focused on reading across the content area aided in helping students understand and dissect word problems.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Although they have improved from the previous year, two potential areas of concern are the number of level 1s in both ELA and Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Integrate ELA/Reading standards across content areas, which will result in an increase in targeted professional development to support teachers with the integration.
2. Increase parental involvement.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our science not only had the lowest proficiency, but one of the largest gaps as compared to the state and district. As this test is taken by 8th graders, increasing proficiency also shows an increase of readiness for the rigor of high school.

Measurable Outcome: Increase science proficiency by 4%.

Person responsible for monitoring outcome: Nicole Handy (nicole.handy@pbcharterschools.org)

Evidence-based Strategy: Enroll students in extended learning opportunities.
Provide professional development in data analysis
Utilize supplemental software programs to increase student academic growth

Rationale for Evidence-based Strategy: Provide professional development in data analysis - teachers will utilize data as a means to drive their instruction (EDW reports; action plan templates; goal-setting worksheet) and help students tackle FSA type questions.

Action Steps to Implement

1. Enroll students in extended learning opportunities (after-school tutoring programs)
2. Determine students' needs based on data
3. Plan a curriculum focusing on areas of need
4. Provide professional development in data analysis & reading strategies in the content areas
5. Meet with department chairs to determine needs of teachers
6. Purchase supplemental software programs and provide professional development on programs

Person Responsible: Nicole Handy (nicole.handy@pbcharterschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The largest gap between the state and our school was in 7th grade math proficiency at 29%. In addition, 6th grade math proficiency fell behind the district by 24%

Measurable Outcome: Increase math proficiency in 6th and 7th grades by 3% each.

Person responsible for monitoring outcome: Nicole Handy (nicole.handy@pbcharterschools.org)

Evidence-based Strategy: Enroll students in extended learning opportunities
Provide professional development in data analysis and content area reading strategies
Utilize supplemental software programs to increase student academic growth

Rationale for Evidence-based Strategy: Provide professional development in data analysis and content area reading strategies so teachers can guide their instruction and help students tackle their problem areas and word problems.

Action Steps to Implement

1. Enroll students in extended learning opportunities (after-school tutoring programs)
2. Determine students' needs based on data
3. Plan a curriculum focusing on areas of need
4. Provide professional development in data analysis & reading strategies in the content areas
5. Meet with department chairs to determine needs of teachers
6. Purchase supplemental software programs and provide professional development on programs

Person Responsible Nicole Handy (nicole.handy@pbcharterschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Parental Involvement. Parents are often hindered in helping their children to do well in school due to barriers such as the complexity of course content, lack of time and availability to meet with their child's teachers, language barriers to effectively communicate with school staff and families, and lack of familiarity with the school culture. We will work to eliminate these barriers so that families can assist their children in being successful in school. We will employ and retain a Parent Liaison/Language Facilitator School Counselor to coordinate parent/teacher conferences, Family Academic Training Nights, and Parent/Family recruitment for SISC and PTO. Parent/teacher conferences - ensures there is consistency in the collaboration between teacher and parent. Family Academic Training Nights - ensures parents become familiar with the content as a means to support their child at home. Parent/Family recruitment for SISC and PTO ensures there is an ample amount of parent representation during each meeting

Integrate ELA/Reading Strategies throughout the content area: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

- The History of the Holocaust
- The History of Black and African Americans
- The Contributions of Latino and Hispanics
- The Contributions of Women
- The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment with Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures; in music our students study music of different eras and countries. Our instructional staff are provided extensive and continuous professional development to ensure seamless integration. Administration reviews lesson plans to ensure compliance with F.S. 1003.42.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 (Remind). The school will employ a Parent Liaison to increase family relations and encourage parent participation in school events.

Parent Family and Engagement Plan (PFEP) Link

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