

The School District of Palm Beach County

South Tech Preparatory Academy



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	21
Budget to Support Goals	0

South Tech Preparatory Academy

1325 GATEWAY BLVD, Boynton Beach, FL 33426

<http://southtechprep.org/>

Demographics

Principal: Nicole Handy

Start Date for this Principal: 9/23/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

South Tech Preparatory Academy

1325 GATEWAY BLVD, Boynton Beach, FL 33426

<http://southtechprep.org/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>94%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>95%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		C	C	C

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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.

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.

SouthTech Preparatory Academy has set high standards for student achievement as both a Title I and a choice school. As a feeder program to SouthTech Academy, SouthTech Preparatory Academy (STP) will provide students with a strong academic curriculum instilling the desire to pursue continuing education. Additionally, as of SY21, STP is the only CTE (career technical education) Middle School in Palm Beach County; students have the opportunity to explore career pathways which lead to a successful livelihood and produce the tenets of productive citizenship. STP will serve a racially, culturally, socio-economically, and academically diverse population with: the support of state and district resources, a career-centered, academic curriculum aligned to state standards and the involvement of parents/guardians in the adolescent development of the whole child.

SouthTech Preparatory Academy promotes academic success and financial efficiency-aligning responsibility with accountability-via the following: state standards, the School Improvement Plan (SIP), Title I monitoring, 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.

Data-driven instruction will be implemented; strategic formative assessments will be used to monitor learning gains over the students' middle school careers, with students taking diagnostic/progress monitoring assessments in the key subjects of reading, writing, and mathematics. The results of these assessments will drive instruction and curriculum planning. STP will also plan parent conferences around quarterly updates (report cards), ensure all IEPs (individual education plans) and 504s are met, and hold conferences with ELLs (English language learners), ensuring the most at-risk students have the support needed to be successful.

SouthTech Preparatory Academy will keep parents informed regarding school-wide progress via annual FSA results, progress reports, report cards, Chalk reporting software, Parent Link, Title I meetings/parent trainings, and mailings. This stream of communication will encourage parents 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	Position Title	Job Duties and Responsibilities
Beattie, Denise	Assistant Principal	As assistant principal, Denise Beattie observes and evaluates instructional staff and analyzes student performance data to drive overall instructional program development and to determine staff development activities. She monitors the master schedule to ensure appropriate placement of all students, and assists in the recruitment and placement of staff. In addition, she provides data for and assists in the implementation of the school improvement plan.
Handy, Nicole	Principal	As principal, Nicole Handy oversees all of the operations of SouthTech Preparatory Academy. She recruits highly qualified staff and actively pursues professional development to keep abreast of current educational trends and methodology. She mentors and supports the guidance and administrative staff, and supervises instructors in the classroom. She participates in program evaluation, design and modification of both the academic and CTE programs. She uses student performance data to drive curriculum development and the development of the School Improvement plan. In addition, she communicates effectively with parents and the community.
velasquez, elias	Dean	Elias Velasquez tracks student disciplinary referrals, develops monthly meeting agendas and implements the school wide positive behavior program. In addition, he is responsible for coordinating and communicating information regarding the Response to Intervention.
caffrey, amanda	Teacher, ESE	As the ESE coordinator, Amanda Caffrey is responsible for tracking support for all students with IEPs and/or 504s to ensure all accommodations are met. She ensures IEPs & 504s are up-to-date.
day, sharhoda	Instructional Coach	Sharhoda Day serves as the testing coordinator and as an instructional leader, spearheading on-campus tutorial efforts and data-driven, diverse instructional initiatives.
Markevich, Kristen	Other	As the Compliance Specialist, Kristen Markevich acts as the testing manager, grant administrator, and ensures compliance with all district, state, and national policies.
Wigelsworth, Joshua	Other	Joshua Wigelsworth is the head of all career academies at SouthTech. He works with community partners to offer on-the-job career exploration for our students and works with SouthTech instructors towards the goal of every student graduating with an industry certification.
Lovett, Carla	Other	Carla Lovett administers the budget, creates a positive culture for students, employees and families, improves school leadership, and creates the long-term plans for the success of SouthTech students and the school itself. She strives to create positive relationships between SouthTech and the

Name	Position Title	Job Duties and Responsibilities
		community it supports, working with business and community leaders to bring the best opportunities to SouthTech students.

Demographic Information

Principal start date

Thursday 9/23/2021, 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.*

6

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.*

18

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	37	42	0	0	0	0	0	79
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	48	54	0	0	0	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FY21 ELA Diag Lvl 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FY21 Math Diag Lvl 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0

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

Date this data was collected or last updated

Thursday 9/23/2021

2020-21 - 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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	58%	54%	46%	56%	53%
ELA Learning Gains				51%	56%	54%	52%	57%	54%
ELA Lowest 25th Percentile				44%	49%	47%	50%	49%	47%
Math Achievement				45%	62%	58%	43%	61%	58%
Math Learning Gains				53%	60%	57%	48%	61%	57%
Math Lowest 25th Percentile				47%	53%	51%	47%	54%	51%
Science Achievement				34%	52%	51%	31%	55%	52%
Social Studies Achievement				73%	75%	72%	81%	75%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	45%	58%	-13%	54%	-9%
Cohort Comparison						
07	2021					
	2019	43%	53%	-10%	52%	-9%
Cohort Comparison		-45%				
08	2021					
	2019	50%	58%	-8%	56%	-6%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	36%	60%	-24%	55%	-19%
Cohort Comparison						
07	2021					
	2019	25%	35%	-10%	54%	-29%
Cohort Comparison		-36%				
08	2021					
	2019	57%	64%	-7%	46%	11%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	34%	51%	-17%	48%	-14%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	72%	1%	71%	2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	64%	25%	61%	28%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2 we will use iReady for Fall, Winter & Spring

In grades 3-5 we will use XXX in the Fall, XXXX in the Winter, and XXX in the Spring.

- iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.
- Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.
- SuccessMaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	25	38	39	13	20	21	13	37			
ELL	34	40	46	25	20	33	10	57	58		
BLK	45	40	32	24	21	24	19	63	58		
HSP	51	49	53	27	16	23	29	60	55		
WHT	57	59		38	36						
FRL	48	44	41	26	19	24	26	60	56		
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		
BLK	46	48	40	45	54	47	39	79	70		
HSP	45	53	46	44	53	48	26	67	64		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	429
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Comparison of FY21 vs FY19

Trends

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Section 2C, Diagnostics, FY19

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Student engagement

Attendance

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Section 2C, Diagnostics FY20 vs FY21 , FY19

What were the contributing factors to this improvement? What new actions did your school take in this area?

What strategies will need to be implemented in order to accelerate learning?

1. Professional Learning Communities support....

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Standards-based instruction

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. PLCs

2. Research-based strategies for example:

3.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

add analysis rom section 2F-a

Measurable Outcome:

Monitoring:

New, list the PM you will do and who is supporting and how.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

1. Explain how they will support student learning.

Action Steps to Implement

After-school tutoring programs

- a. Analyze student data to determine needs for improvement
- b.
- c.

Person Responsible

[no one identified]

No description entered

Person Responsible

[no one identified]

No description entered

Person Responsible

[no one identified]

No description entered

Person Responsible

[no one identified]

No description entered

Person Responsible

[no one identified]

No description entered

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders & roles:

Instructional

Non-instructional