

The School District of Palm Beach County

South Tech Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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South Tech Preparatory Academy

1325 GATEWAY BLVD, Boynton Beach, FL 33426

<http://southtechprep.org/>

School Board Approval

This plan was approved by the Palm Beach County School Board on 1/18/2024.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Handy, Nicole	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs.Handy must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Velazquez, Elias	Graduation Coach	<p>Monitors and supervises students under the Principal and school administration. Assumes a Pro-Active Approach to Discipline and Safety Issues. Coordinates Dean's activities and duty assignments. Assigns Disciplinary Consequences for Rule Infractions in Accordance with the District Discipline Matrix.</p> <p>Monitors Continuity and Follow-up of Assigned Discipline, Parent Notification, and Discipline Contract Enforcement. Coordinates Investigative and Prevention Efforts with the Dean of Students and other School Personnel to Maximize Prevention and Cessation of Inappropriate Activities. Manager of PBIS System. Coordinates all assessments – school-wide to include FSQ, USA, Diagnostics, ACCESS, EOCs, CTE, and FAST. Ensures the school is in compliance with all testing regulations.</p>
Shahid, Nafessa	Instructional Coach	<p>The Literacy Coach assists with the coordination and implementation of the state approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/ Writing).</p>
Galarza, Pamela	Assistant Principal	<p>As assistant Principal, Ms. Galarza supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The</p>

Name	Position Title	Job Duties and Responsibilities
		Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Bridgett, Barbara	Other	The ESE Coordinator manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School administrative team along with mental health and instructional experts meet regularly to discuss student progress through data chats and to develop school wide plans to assist all students and teachers. School Based Team meets monthly to discuss students with early warning signs, and to ensure they are receiving appropriate interventions. Through Parent Trainings we support families with educational workshops facilitated by our school counselors, community agencies, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team. Our ESOL Coordinator works in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A local police officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to

improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of District Diagnostics: Unit Assessments, FSQ's USA, NGSQ's, Midterms, BEST Assessments, Semester exams, Reading Plus Diagnostics, Math Nation, Khan Academy, FAST Progress Monitoring, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts, and Math). The BEST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

In addition, we closely monitor the Acceleration Rate of our students in grades 6-8.

The Single school culture (Academics, Behavior, Climate) in Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales through common planning times. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, and Faculty meetings.

Teachers attempt follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms based on their student's needs. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes

2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	23	20	42	85	
One or more suspensions	0	0	0	0	0	0	3	5	10	18	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	27	17	15	59	
Course failure in Math	0	0	0	0	0	0	30	14	6	50	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	24	48	39	111	
Level 1 on statewide Math assessment	0	0	0	0	0	0	34	37	40	111	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	46	44	45	135	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	41	38	39	118

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	44	47	51	142	
One or more suspensions	0	0	0	0	0	0	9	16	9	34	
Course failure in ELA	0	0	0	0	0	0	16	25	13	54	
Course failure in Math	0	0	0	0	0	0	6	22	21	49	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	36	40	33	109	
Level 1 on statewide Math assessment	0	0	0	0	0	0	61	70	36	167	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	35	54	35	124

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	1	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	44	47	51	142	
One or more suspensions	0	0	0	0	0	0	9	16	9	34	
Course failure in ELA	0	0	0	0	0	0	16	25	13	54	
Course failure in Math	0	0	0	0	0	0	6	22	21	49	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	36	40	33	109	
Level 1 on statewide Math assessment	0	0	0	0	0	0	61	70	36	167	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	46	44	45	135	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	35	54	35	124

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	51	49	48	53	50	48		
ELA Learning Gains				49			45		
ELA Lowest 25th Percentile				46			43		
Math Achievement*	39	59	56	42	35	36	26		
Math Learning Gains				53			19		
Math Lowest 25th Percentile				63			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	50	49	32	56	53	28		
Social Studies Achievement*	72	68	68	65	64	58	61		
Middle School Acceleration	75	76	73	95	52	49	58		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	52	37	40	79	85	76	77		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	572
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	4	3
ELL	42			
AMI				
ASN				
BLK	54			
HSP	53			
MUL	40	Yes	1	
PAC				
WHT	61			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	2
ELL	49			
AMI				
ASN				
BLK	56			
HSP	59			
MUL	46			
PAC				
WHT	49			
FRL	57			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			39			35	72	75			52
SWD	17			15			5	39	58		6	50
ELL	32			25			8	66	71		6	52
AMI												
ASN												
BLK	54			39			28	79	81		6	40
HSP	43			40			40	66	68		6	61
MUL	60			20							2	
PAC												
WHT	58			56					70		3	
FRL	46			38			32	70	73		6	55

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	48	49	46	42	53	63	32	65	95			79
SWD	15	30	32	11	29	39	15	24				
ELL	35	36	36	30	43	61	22	56	91			79
AMI												
ASN												
BLK	48	50	46	41	52	63	32	60	97			71
HSP	49	49	46	42	53	65	31	73	92			88
MUL	50	45		45	45							
PAC												
WHT	43	48		41	62							
FRL	48	48	46	41	52	62	32	65	95			80

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	45	43	26	19	24	28	61	58			77
SWD	25	38	39	13	20	21	13	37				73
ELL	34	40	46	25	20	33	10	57	58			77

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	45	40	32	24	21	24	19	63	58			71
HSP	51	49	53	27	16	23	29	60	55			84
MUL												
PAC												
WHT	57	59		38	36							
FRL	48	44	41	26	19	24	26	60	56			76

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	47%	48%	-1%	47%	0%
08	2023 - Spring	53%	47%	6%	47%	6%
06	2023 - Spring	41%	45%	-4%	47%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	40%	54%	-14%	54%	-14%
07	2023 - Spring	25%	36%	-11%	48%	-23%
08	2023 - Spring	42%	65%	-23%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	13%	46%	-33%	44%	-31%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	48%	38%	50%	36%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	50%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	63%	37%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	65%	7%	66%	6%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Students with Disabilities continues to be subgroup that struggles at SouthTech Prep. Only 15% of SWD tested proficient in ELA (9 points below the state), 11% were deemed proficient in math (17 points below the state), 15% were deemed proficient in science (10 points below the state), and 24% were deemed proficient in Civics (17 points below the state).

Science proficiency remains an area where SouthTech students struggle. Contributing factors to this performance are lack of proficiency in ELA and Math and difficulty in recruiting highly qualified content area instructors. Math proficiency remains a problem area across all grades. The re-implementation of PLCs focused on reading across the content area will aid in students understanding and ability to dissect word

problems, along with support from an instructional coach. The instructional coach and department head will insure that rigorous, data-driven instruction is being implemented. Additional instructional support will be provided through cross-campus PLC being facilitated by the head of the science department at the high school.

2021-22 Accountability Components by Subgroup

ELA Achievement
All Students: 48%
SWD 15%

2020-21 Accountability Components by Subgroup
ELA Achievement
All Students: 48%
SWD 25%

2021-22 Accountability Components by Subgroup
Math Achievement
All Students: 42%
SWD 11%

2020-21 Accountability Components by Subgroup
Math Achievement
All Students: 26%
SWD 13%

ELA Achievement remained the same for all students, SWD declined 10%.
Math Achievement improved 16% for all students, SWD declined 2%.

SWD subgroup has been below 41% for three years.

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

Students with Disabilities continues to be subgroup that struggles at SouthTech Prep. Only 15% of SWD tested proficient in ELA (9 points below the state), 11% were deemed proficient in math (17 points below the state), 15% were deemed proficient in science (10 points below the state), and 24% were deemed proficient in Civics (17 points below the state).

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.

SouthTech Prep did very well closing achievement gaps in ELA in 2021, closing the achievement gap between STP and the state by 7 points (11% to 4%). STP was able to maintain this growth in 2022: 49% of students tested proficient at STP (4 points below the state).

Math was one of the weakest points at STP for SY21 (only 26% of students tested proficient). In SY22 many of those gaps were closed, with 42% of students testing proficient. Additionally, in SY21 the gap between the state and STP was 22 points, where as in SY22 it was only 9 points.

Science continues to be a point of weakness for STP students, still falling 20 points behind both the state and district. In contrast, Civics continues to be a strong subject for STP students; STP consistently scores within 3 points of both the state and district.

In SY21, STP had three subgroups that fell below the federal index level of 41% achievement: Students with Disabilities, English Language Learners, and Black/African American students. In SY22, STP saw large gains with English Language Learners and Black/African American students with both groups rising above the federal index level. Unfortunately, the Students with Disabilities subgroup continues to struggle.

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

Math was one of the weakest points at STP for SY21 (only 26% of students tested proficient). In SY22 many of those gaps were closed, with 42% of students testing proficient. Additionally, in SY21 the gap between the state and STP was 22 points, where as in SY22 it was only 9 points. A paraprofessional with a math background was hired to assist math instructors (and has stayed on staff for SY22). In addition, a math coach position was created for SY22 to ensure the improvements continue.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

- 1) Science Proficiency
- 2) Proficiency across SWD

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

1. Professional Learning Communities support reading across the content areas.
2. Instructors will analyze data with the instructional coach to identify content that needs to be rtaught
3. Variety of progress monitoring software will be instituted across the school, such as IXL and Achieve 3000

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. PBIS supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, in order to increase instructional time. PBIS - will focus on students with disabilities subgroup to ensure all early warning symptoms are targeted and monitored. Will use new PBIS tracking system through Jupiter Grades to monitor all students with focus on SWD. If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement for our low performing subgroups and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan.

2021-22 Accountability Components by Subgroup

ELA Achievement

All Students: 48%

SWD 15%

2020-21 Accountability Components by Subgroup

ELA Achievement

All Students: 48%

SWD 25%

2021-22 Accountability Components by Subgroup

Math Achievement

All Students: 42%

SWD 11%

2020-21 Accountability Components by Subgroup

Math Achievement

All Students: 26%

SWD 13%

ELA Achievement remained the same for all students, SWD declined 10%.

Math Achievement improved 16% for all students, SWD declined 2%.

SWD subgroup has been below 41% for three years.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Disciplinary incidents reported will decrease by 10%. By February 2024, 80% of staff will use JupiterGrades to track all behaviors.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly PBIS Meetings, Reward Programs for students, use of JupiterGrades to track all behaviors.

Person responsible for monitoring outcome:

Elias Velazquez (elias.velazquez-alvarez@pbcharterschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 1) Implement reward based behavior program school-wide and discipline based on understanding and consequences.
- 2) Increase Parent Involvement by providing at least 4 school-wide parent involvement activities throughout the school year
- 3) Review discipline data monthly
- 4) Survey students to determine what is/isn't working

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Schoolwide Discipline Plan/PBIS: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be. In addition, PBIS supports the decrease of levels of disruptiveness, referrals, and suspensions improving school climate, safety, and order. To increase instructional time.

Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

Person Responsible: Elias Velazquez (elias.velazquez-alvarez@pbcharterschools.org)

By When: March 2024

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring PBIS 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.

Person Responsible: Elias Velazquez (elias.velazquez-alvarez@pbcharterschools.org)

By When: March 2024

Train teachers/staff on behavior and attendance tracking system

Person Responsible: Elias Velazquez (elias.velazquez-alvarez@pbcharterschools.org)

By When: December 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

South Tech Preparatory Academy demonstrated the lowest performance on overall 2021-2022 ESSA Subgroup with Federal Percent of Points Index of 24.

ELA student achievement in the SWD subgroup with 15%, compared to our general education population who scored a 48%. Math student achievement in the SWD subgroup with 32%, compared to our general education population who scored a 46%. The greatest decline from the previous year was our ELA Achievement for SWD subgroup that decreased from a 25% to 15%. Students with disabilities continue to perform below 41% index level for the three years. Our focus this year will be improving academic achievement for our Students With Disabilities subgroup. Our instructional priorities for SWD subgroup include weekly meetings within the ESE department, reviewing IEP's during PLC, check accommodation logs to ensure fidelity. If we focus on standards-based instruction to increase learning gains, then we will increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan.

2021-22 Accountability Components by Subgroup

ELA Achievement

All Students: 48%

SWD 15%

2020-21 Accountability Components by Subgroup

ELA Achievement

All Students: 48%

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2021-22 Accountability Components by Subgroup

Math Achievement

All Students: 42%

SWD 11%

2020-21 Accountability Components by Subgroup

Math Achievement

All Students: 26%

SWD 13%

ELA Achievement remained the same for all students, SWD declined 10%.

Math Achievement improved 16% for all students, SWD declined 2%.

SWD subgroup has been below 41% for three years.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of May 2024, the achievement of SWDs will increase by 5% across ELA, Math, Science, and Civics.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will

increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. After-school tutoring will be available Monday-Friday.
2. Instructional Coach and instructors will review progress monitoring assessments to ensure instruction is data driven.
3. Administrators and Instructional coaches will observe teachers to ensure instruction is rigorous.
4. PLCs will be implemented to aid in reading across curriculum/strategies to dissect word problems.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Enroll students in extended learning opportunities (after-school tutoring programs)
2. Determine students' needs based on data
3. Meet with department chairs to determine needs of teachers and students
4. Purchase supplemental software programs and provide professional development on programs

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Additional support via supplemental software programs and tutoring will help students close learning gaps
2. Determine student needs/progress monitoring will ensure that content is being revisited when needed and instruction focuses on students weaknesses vs. strengths
3. Professional development/PLCs will give instructors the tools they need to be successful in the classroom

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Begin/continue targeted afterschool tutorial programs Monday-Friday; send letters to parents of all SWD informing them of tutoring opportunities

Person Responsible: Pamela Galarza (pamela.galarza@pbcharterschools.org)

By When: Tutoring began at the beginning of September, letters will be sent home by November 10, 2023

Purchase supplemental software program(s) - discuss needs with instructional coaches and department heads

Person Responsible: Pamela Galarza (pamela.galarza@pbcharterschools.org)

By When: Software "wish list" for approval by November 1, 2023 Purchase software by November 11th for training in December Implement Software with students beginning January 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires schools to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. The SIP will be submitted to our Board of Directors for review. The Board acts as our School Advisory Council (SAC). Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. Regular data collection and review meetings will be scheduled between the Administrative team and departments to ensure student needs are being met and to determine if additional teacher supports are needed.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A