



## South Tech Preparatory Academy

1300 SW 30TH AVE, Boynton Beach, FL 33426

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

87%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

82%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A			

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Common Core and Next Generation Sunshine State 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 Common Core State Standards, the Florida Next Generation Sunshine State 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 Adequate Yearly Progress (AYP) via annual (FSA) results, progress reports, report cards, Edline, 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. These results will form the baseline for Individual Learning Plans (ILPs), which will be reviewed with parents and employed by staff to help inform the instructional process. 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 ILP 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 Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Empowerment of both teachers and students is a major impetus for creating a positive school culture at South Tech Prep. Schools are established for the benefit of all students. The educational purposes of the schools are best accomplished in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. To that end, students will be empowered to take an



active role in the development of and oversight of appropriate school behavior. This process will be based upon a climate of mutual respect and open communications.

**Describe how the school creates an environment where students feel safe and respected before, during and after school**

Maintaining a safe and orderly campus is central to providing an effective, nurturing learning environment, regardless of the students' location within the greater school environment. The Governing Board, Administration, and staff of South Tech Prep will be dedicated to maintaining such an environment. Student Achievement is the top priority of the school, and student behavior is inseparably connected to student achievement. In order to achieve this, South Tech Prep has elected to implement a comprehensive program that engages all stakeholders: students, parents, teachers and administrators. All stakeholders will be trained in collaboratively developing and supporting a safe and civil school environment. Further, one of South Tech Prep's goals is to ready students for productive citizenship upon graduation. Therefore, individual development of self-discipline, along with the promotion of self-direction is strongly supported and encouraged. Students are provided specific freedoms within the framework of school policies, allowing them opportunities to learn, to make choices, and to assume responsibility for their actions. Consequences for chosen behaviors are administered when freedom is abused and rewarded with greater freedom when growth is shown.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

SwPBS began implementation of the school-wide positive behavior system. Since we understand that this is new and that we may face some bumps and bruises along the way, we are going to implement the new system in snippets and reflect on how we feel as a school community about SwPBS at specific intervals during the year. The first trial period will be between August 18th and October 20th. October 20th is a Teacher Work Day so we will have plenty of time to reflect on how the program is being implemented so far and what is working and what needs to be refined or thrown-out. We want to make sure that you feel very much a part of the the SwPBS process. Differentiate how we use it according to setting:

- Raise right hand in the air—with palm facing out.
- Classroom = "Paws"
- Lab/Shop Environment = Clap-Clap "Paws"
- Large Group Setting = 3...2...1... Clap-Clap "Paws"
- Voice Levels
- Level 0 No Conversation
- Level 1 Whisper
- Level 2 Talking Voice- Quiet Conversation
- Level 3 Presentation Voice
- Level 4 Outside Voice

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

School climate and student achievement will be enhanced with specific, research-based programs including the CHAMPS classroom management approach, peer conflict resolution and other social development programs headed by the Guidance Counseling Department, and through student involvement in self-empowerment initiatives, such as Student Council. STPA will commit to managing school environment in a developmental fashion versus through remediation or crisis control. In addition, STPA will participate in the TRIO program and grant that promotes college scholarships for first generation college bound students, sponsored by Palm Beach State College. Students will attend

Saturday tutorials to increase academics as needed. School will also offer breakfast tutorials for any student requiring additional assistance with academics. All teachers are trained in differentiated instruction and plan lessons according to student's individual needs based on data review.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

It is SouthTech Prep Academy and The Palm Beach County School District's policy that the school responds in a timely manner to excused or unexcused absences. To this effect the Palm Beach County School District, through automatic dial, attempts to contact the parent/guardian within 24 hours of a student's absence.

##### Lunch Detention Guidelines for Absences

- Absences: per semester / per class
- (1) unexcused absence = 3 days lunch detention – call home
- (2) unexcused absences = 6 days lunch detention – call home
- (3) unexcused absences = in-school suspension and a parent

##### Conferences

##### Tardies

- Students are expected to be on time to all of their classes as tardiness disrupts the learning process for the student and the teaching process for the instructor.
- A student is considered tardy to a class if he/she is not inside the classroom when the tardy bell rings.
- Any student that arrives to school or any class over 30 minutes late will be considered absent for that class period and will serve the balance of the class period in ISS.
- Students late for period one (1) will report to the Student Services Office where, depending on the amount of tardiness, and time of arrival, will receive an admit pass and will report to their first period class or will be assigned to In School Suspension for the balance of the period.
- Students tardy for periods 2, 3, or 4 will report to the Student Services Office where, depending of the amount of tardiness will receive a signed Admission To Class Form STCAI 0753 and will then report to their appropriate class. Teachers will collect these forms and record in their roll book either an excused or unexcused tardy. Should a student be over the 30 minute limit, they will be assigned by the Student Services Office to In School Suspension for the balance of the period.
- Mrs. Wendy Gonzalez will maintain a daily log of all tardies and compile a weekly, monthly and term history of all student tardies.
- Excessive tardies will result in a referral for insubordination that will result in further disciplinary actions along with an attendance contract that can not only jeopardize the student's academic performance but can affect the student's continued enrollment at SouthTech Prep Academy.

##### Lunch Detention Guidelines for Unexcused Tardies

- Tardies: per nine weeks / per class
- (3) unexcused tardies = 1 lunch detention
- (4 and 5) unexcused tardies = 1 lunch detention each – call home
- (6) unexcused tardies = in-school suspension and parent contact

#### **Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

SouthTech Prep Academy student conduct and behavior policy 5.18 form the basis for SouthTech Prep Academy’s philosophy of discipline which is to encourage and develop self-control and self-discipline along with encouraging self-direction and self-development. To these ends, under supervision and in a safe and supportive environment, students are provided specific freedoms within the framework of school policies allowing them the opportunities to learn to make choices and assume responsibility for their actions.

**Discipline Action Plan**

Failure to comply with SouthTech Prep Academy Student Code of Conduct ~ Policy 5.18 will result in consequences that may include a combination of the following which are not sequential steps:

- Conference with student: Private time with students to discuss behavior interventions / solutions. This can include direct instruction in expected or desirable behaviors.
- Parent/guardian contact: Teachers and/or administrators will contact parents/guardians with concerns and solutions to a student’s conduct and behavior.
- Request for parent/guardian conference: Teachers/administration or parents/guardians may request a conference to discuss student’s conduct and/or behavior. In some cases, as determined by administration, a student may not be able to return to that class until a conference has taken place. That student will be sent to ISS (in school suspension) until such time that a conference is held.
- Parent/guardian intervention: As a result of the severity of an infraction an administrative request may be made to the parent/guardian that a student should not return to school without the parent/guardian accompanying him/her for an administrative conference. It is important that the parent/guardian make the conference as soon as possible. The days that a student is out shall not exceed ten days and will be considered unexcused absences.
- In school suspension (ISS): ISS is the temporary removal of a student from regular classes for a determined number of class period/periods or day/days in which the student will be held in one classroom for the assigned time. There will be total silence while in ISS. Students will be given academic assignments that must be completed before the student will be released from ISS. Failure to complete an assignment or the disruption of ISS, will result in additional time added to ISS or out of school suspension (OSS).
- Lunch detention: Disciplinary consequence in which an entire lunch period a student is assigned to the Choice/ISS room where they will silently eat lunch. Failure to report to Lunch detention will result in further disciplinary action.
- Out of school suspension (OSS): Extreme disciplinary consequences may require the temporary removal of a student from SouthTech Prep Academy. This removal is not to exceed ten (10) consecutive school days per incident. P5.80(3)(K). All suspension days are considered unexcused absences. The administrative designee shall include any analysis of suspension in the report of school progress. D5.351(2)(e) and FS232.26 (a)(b)(c)(d).
- Attendance or disciplinary contract: Missing more than three (3) days during a semester or a

continuous disregard for classroom and/or school rules and regulations will result in a student being placed on an attendance or disciplinary contract respectively.

- Academic contract: SouthTech Prep Academy requires a G.P.A. of 2.0 for entrance to any of our academy programs

after which, all students must maintain a minimum G.P.A. of 2.0 for continuation within the SouthTech Prep programs of study.

- Withdrawal from SouthTech Prep Academy: After all interventions have been exhausted, failure to adhere to the SouthTech Prep Academy Student Conduct and Behavior Policy 5.18, the SouthTech Prep Academy Student Attendance Policy 5.092 or the SouthTech Prep Academy academic requirements, may result in a student being withdrawn from SouthTech Prep Academy at the end of the semester and referred back to the student's boundary school.

- Expulsion: As a result of an infraction that severely violates SouthTech Prep Academy and the Palm Beach County School District policies, a recommendation may be made to the SouthTech Academy Board along with the Palm Beach County School Board not to allow a student to attend any public school in Palm Beach County.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183794>.

#### **Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

In addition to the daytime middle school program, STP will continue to address community needs through the following programs:

- Parent workshops, meetings and conferences designed to inform and educate parents on adolescent growth and development, District and State educational requirements, student assessment, South Tech Academy programs and options and strategies to assist students in the home.
- ESOL: This five-step program takes adult speakers of other languages from basic language skills to the ability to read, write, and speak English. This program is offered in conjunction with South Tech Academy.
- Adult Basic Education: The target population for this program consists of adults testing at least two grade levels below high school range. Academic skill training ranges from basic literacy to pre-GED classes. This program is offered in conjunction with South Tech Academy.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

## School Leadership Team

### Membership

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

Name	Title
Bowers-Maloney, Priscilla	Principal
handy, nicole	Administrative Support

### Duties

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

Priscilla Maloney (Principal) oversees MTSS and SIP implementation. She also develops monthly meeting agendas and tracks student disciplinary referrals. Priscilla Maloney receives support from SouthTech Academy's Response to Intervention/School Based Team, ESE Department, and Guidance office to track support for students.

Nicole Handy (Admin Support) is the Title I Contact for the school and oversees fiscal compliance as well.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Our data-based problem solving process identifies students requiring academic, behavioral, social, or emotional interventions. We provide interventions that match the student's needs, monitor the progress and make decisions about change. Depending on the success of the interventions, the team leader maintains a file for all referrals. Teachers offer support by differentiating instruction and guiding students to seek out tutoring.

The school-based team can help each SouthTech Prep student to meet or exceed their academic and academy standards by giving students intervention so that they may become successful.

SouthTech Prep will integrate academic software across the curriculum to enhance instructional requirements, increase student achievement, and improve parental awareness.

As family involvement is key in student achievement, it is necessary to appropriate funds to keep parents abreast of school-wide initiatives and academic accomplishments.

Title I Part A will support the reading resource teacher, supplemental classroom supplies, staff development consultant and family involvement supplies and activities.

Title I Part C will support any future migrant students when identified.

Title II will support teacher recruitment incentive for high need certified instruction.

Title III assists with helping eligible limited English proficient and immigrant students obtain English proficiency and meet the same standards required for all students.

Title X in accordance with the McKinney-Vento Homeless Education Program, SouthTech Prep provides immediate public school enrollment for students - provided it is in the best interest of the student, is requested, and is feasible.

SouthTech Prep participates in anti-bullying programs in conjunction with all State statutes and Board policies.

SouthTech Prep utilizes the School District's food service program, meeting all nutritional program guidelines.

A career and technical education is an integral part of SouthTech Prep. In our preparatory school,



every student who attends is enrolled in a career cluster class. Students will explore 12 career academies.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Priscilla Bowers-Maloney	Principal
Donna Baize	Business/Community
Nicole Handy	Education Support Employee
Ozzie Torres	Parent
Charkela Williams	Parent
Chantal Torres	Student
Kassandra Torres	Student

#### Duties

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

*Evaluation of last year's school improvement plan*

The final SIP will be presented to the governing board (which acts as the SAC) prior to final submittal at the September 18, 2014 Annual Board meeting. The board will review and provide input prior to final vote of acceptance.

*Development of this school improvement plan*

Last year's data was analyzed and the Learning Team developed academic priorities for FY 15 based on student needs. Academic programs, materials and support will be included in the SIP. The SAC represent the larger school community who share responsibility of guiding the development and implementation of the School Improvement Plan.

*Preparation of the school's annual budget and plan*

The final budget will be presented to the governing board (which acts as the SAC) prior to final submittal. The board will review and provide input prior to final vote of acceptance. Title I is allocating \$22,614 supplemental dollars to improve academic achievement of the students.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

We used the School Improvement funds for Saturday tutorials for academic enrichment, Reading Plus software, and Flocabualry software. Resources were also allocated for a Reading Resource instructor.

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

Yes

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

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bowers-Maloney, Priscilla	Principal
handy, nicole	Administrative Support

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Support the Schoolwide Literacy Plan, collaborate on interdisciplinary projects between academies and academic subject areas, raise school-wide reading proficiency through alignment to Common Core in all content area, share vetted teaching techniques to increase literacy skills, suggest and design professional development in literacy building, incorporate the school-wide writing plan in all content areas and rewrite the Lesson Plan template in accordance with Observation4success, Common Core, SPS standards, practicality/ease of use and individual differentiation and ESE modifications.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

All teachers have a minimum of 30 minutes of common planning each day to work both independently and collaboratively, analyzing student data and developing lessons. Teachers who share the same group(s) of students also develop their own instructional focus calendars based upon student data relating to standard mastery. Typically, such calendars encompass a nine-week period. However, teachers may chose to complete them on a monthly basis in order to make necessary adjustments and better align instruction with student needs. Teachers also plan both vertically and horizontally to enable them to become experts of their content and their students. Individual lessons and larger units are developed to include STEM activities and promote integrated learning. Career cluster instructors are included in all collaborative planning, especially where STEM is a logical fit. Teachers of the same content area will be trained to conduct lesson studies in order to attain the best possible results from their instructional strategies. Teachers will have access to a variety of professional development including just in time, virtual instruction, which allows the participants to access relevant information as it is needed. The highest priority areas for professional development include reading in the content area with an emphasis on comprehension, fluency and technical reading skills; STEM integration; Project Based Learning; School Culture and Climate; Lesson Studies; and other Student-Centered Strategies. Efficacy of both instructional focus and implementation of professional development strategies will be supported by the Classroom Walk Through (CWT) process. The CWT process involves trained professional staff periodically visiting classrooms to perform targeted observations, which include instructional focus, teaching/learning strategy

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Principal and teachers are responsible for teacher recruitment and retention. We attend District job fairs, post vacancies on websites and in local newspapers. Salaries are competitive with School District's salary scale.

For retention, monetary stipends are offered for completing the Reading Endorsement. The school has

also elected to participate in the Title II Recruitment incentive award. This award of \$700 is given to eligible teachers new to the district teaching in a high need area. The school will strive to hire highly qualified/certified teachers. Teachers are retained based on Principal's evaluation of staff performance and student's data.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

SouthTech Prep implements the Educator Support Program (ESP) for beginning teachers, who are paired with Clinical Educators (CE). CEs are trained and certified as mentor teachers, who are paired with beginning teachers according to area of certification. ESP teachers are observed by CEs and given feedback through a series of formative observations.

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

School will follow the Florida Standards to drive the curriculum adopting state approved materials. SouthTech Prep follows the Palm Beach County School Board Student Progression Plan..

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

School administers fall diagnostics to use as baseline data to drive instruction and lesson plans. Teachers will address individual student needs based on evaluation of data. Learning Team meetings occur regularly to address student learning objectives and to adjust level of intervention as needed. Academic teachers also collaborate with Career and Cluster Instructors to address individual student learning and career goals.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** Extended School Day

**Minutes added to school year:** 1,440

Saturday Academy - additional tutorial offered to any student requiring academic assistance and enrichment.

**Strategy Rationale**

To provide academic enrichment and activities for mastery learning.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Bowers-Maloney, Priscilla, priscilla.bowers-maloney@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Pre and post testing, achievement on standardized testing

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

All students are enrolled in a Career Prep class that introduces the students to all the Career Clusters offered at SouthTech High School. Students are introduced to all academy choices through frequent visits to each academy throughout the year. During these visits, students are given the opportunity to experience hands on activities and learning opportunities.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

SouthTech Prep continuously promotes academic and career planning through group counseling lessons. At least twice annually, all students will receive information about academic and post secondary planning. Individual counseling is also used as a delivery method for academic and career planning. Palm Beach State College TRIO Program visits the school monthly to promote college and career planning. Students are asked to take ownership in their course planning by applying what is learned in the group and individual counseling lessons to their course selection each year.

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

SouthTech Prep students participate in a career cluster program in addition to their academics. Academic teachers work together to show relevance across the curriculum. Students are able to relate what they learn in an academic class to practical application in their career cluster class.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Strategies for Improving Post-secondary readiness include individual counseling sessions and group counseling session with students regarding post secondary planning. Additionally, SouthTech Prep plans a "College and Career Week" in which post secondary options are explored and advertised. Activities include visits from college representatives, career planning workshops, faculty college shirt day, and information about local schools and careers.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

Not applicable.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase school-wide capacity in the Florida Standards
- G2.** Increase parent engagement in meetings and school-wide activities

## Strategic Goals Detail

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

### G1. Increase school-wide capacity in the Florida Standards 1a

 G042457

#### Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

#### Resources Available to Support the Goal 2

- Operating funds
- Title I

#### Targeted Barriers to Achieving the Goal 3

- Students demonstrating below grade level academic performance

### Plan to Monitor Progress Toward G1. 8

Increase student academic performance on Florida Standards

#### Person Responsible

nicole handy

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Review data reports to ensure student academic levels are increasing

**G2. Increase parent engagement in meetings and school-wide activities** 1a

G042458

**Targets Supported** 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	15.0

**Resources Available to Support the Goal** 2

- parent meetings and trainings

**Targeted Barriers to Achieving the Goal** 3

- Parent schedules and lack of involvement in child's education

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

Collect and review sign in sheets and evaluation sheets

**Person Responsible**

nicole handy

**Schedule**

Quarterly, from 9/10/2014 to 5/29/2015

**Evidence of Completion**

Increased parental involvement

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase school-wide capacity in the Florida Standards **1**

 G042457

**G1.B1** Students demonstrating below grade level academic performance **2**

 B103602

**G1.B1.S1** Offer Saturday tutoring to all struggling students **4**

 S114731

#### Strategy Rationale

Historically this strategy has proven extremely effective in increasing academic levels.

#### Action Step 1 **5**

Provide resources in the classroom

#### Person Responsible

Priscilla Bowers-Maloney

#### Schedule

Monthly, from 8/19/2014 to 6/4/2015

#### Evidence of Completion

Improving scores on standardized tests

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

Parent Trainings

**Person Responsible**

nicole handy

**Schedule**

Quarterly, from 10/1/2014 to 5/30/2015

***Evidence of Completion***

Sign in sheets

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

Parent trainings

**Person Responsible**

nicole handy

**Schedule**

On 5/30/2015

***Evidence of Completion***

Exit survey results

**G1.B1.S2** Provide Reading resource teacher and necessary materials to assist with reading across the curriculum, provide guidance to other teachers with reading strategies for students, and reading support to students as needed. 4

 S120742

### Strategy Rationale

Resource teacher/coach is an effective staff resource in increasing reading levels of students.

### Action Step 1 5

Provide resource teacher and materials

#### Person Responsible

Priscilla Bowers-Maloney

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Students will improve scores on standardized tests

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walkthroughs, review of lesson plans, and analysis of student data

#### Person Responsible

Priscilla Bowers-Maloney

#### Schedule

Biweekly, from 9/15/2014 to 6/5/2015

#### Evidence of Completion

Conference notes with teachers, lesson plans, and data chats. Receipts for supplies and reimbursement requests.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Classroom walkthroughs, review of lesson plans, and analysis of student data

**Person Responsible**

Priscilla Bowers-Maloney

**Schedule**

Biweekly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Conference notes with teachers, lesson plans, and data chats. Receipts for supplies and reimbursement requests.

**G1.B1.S3 Provide staff development on implementing Florida Standards/meeting the needs of all learners 4**

 S120744

**Strategy Rationale**

Implementation of new Florida Standards required of all teacher

**Action Step 1 5**

Provide staff development for implementing Florida Standards and differentiating instruction

**Person Responsible**

Priscilla Bowers-Maloney

**Schedule**

On 1/30/2015

**Evidence of Completion**

Increased knowledge of new Florida Standards - staff survey



**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Pre-Assessment given to participants

**Person Responsible**

Priscilla Bowers-Maloney

**Schedule**

On 1/30/2015

***Evidence of Completion***

Post-Assessment administered to participants

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Monitor lesson plans

**Person Responsible**

Priscilla Bowers-Maloney

**Schedule**

Biweekly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Review lesson plans to ensure Florida Standards are being implemented with fidelity.

**G2. Increase parent engagement in meetings and school-wide activities** 1

 G042458

**G2.B1 Parent schedules and lack of involvement in child's education** 2

 B103603

**G2.B1.S1 Provide several opportunities for parents to attend trainings and informational meetings.** 4

 S114732

**Strategy Rationale**

This will increase parent involvement in their child's education.

**Action Step 1** 5

Schedule parent trainings and meetings.

**Person Responsible**

Priscilla Bowers-Maloney

**Schedule**

Every 6 Weeks, from 9/10/2014 to 5/29/2015

**Evidence of Completion**

Parent sign in sheets and evaluations

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

Distribute evaluation sheets to all parents who attend training

**Person Responsible**

nicole handy

**Schedule**

Quarterly, from 9/10/2014 to 5/29/2015

**Evidence of Completion**

review of evaluations and Title I Parent Survey

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

Evaluation of training to monitor effectiveness.

**Person Responsible**

nicole handy

**Schedule**

Quarterly, from 9/10/2014 to 5/29/2015

**Evidence of Completion**

Increased parental involvement and increase in students earning high school credit.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide resources in the classroom	Bowers-Maloney, Priscilla	8/19/2014	Improving scores on standardized tests	6/4/2015 monthly
G2.B1.S1.A1	Schedule parent trainings and meetings.	Bowers-Maloney, Priscilla	9/10/2014	Parent sign in sheets and evaluations	5/29/2015 every-6-weeks
G1.B1.S2.A1	Provide resource teacher and materials	Bowers-Maloney, Priscilla	8/18/2014	Students will improve scores on standardized tests	6/4/2015 weekly
G1.B1.S3.A1	Provide staff development for implementing Florida Standards and differentiating instruction	Bowers-Maloney, Priscilla	10/1/2014	Increased knowledge of new Florida Standards - staff survey	1/30/2015 one-time
G1.MA1	Increase student academic performance on Florida Standards	handy, nicole	8/18/2014	Review data reports to ensure student academic levels are increasing	6/4/2015 quarterly
G1.B1.S1.MA1	Parent trainings	handy, nicole	10/1/2014	Exit survey results	5/30/2015 one-time
G1.B1.S1.MA1	Parent Trainings	handy, nicole	10/1/2014	Sign in sheets	5/30/2015 quarterly
G1.B1.S2.MA1	Classroom walkthroughs, review of lesson plans, and analysis of student data	Bowers-Maloney, Priscilla	9/15/2014	Conference notes with teachers, lesson plans, and data chats. Receipts for supplies and reimbursement requests.	6/5/2015 biweekly
G1.B1.S2.MA1	Classroom walkthroughs, review of lesson plans, and analysis of student data	Bowers-Maloney, Priscilla	9/15/2014	Conference notes with teachers, lesson plans, and data chats. Receipts for supplies and reimbursement requests.	6/5/2015 biweekly
G1.B1.S3.MA1	Monitor lesson plans	Bowers-Maloney, Priscilla	9/1/2014	Review lesson plans to ensure Florida Standards are being implemented with fidelity.	6/4/2015 biweekly
G1.B1.S3.MA1	Pre-Assessment given to participants	Bowers-Maloney, Priscilla	10/1/2014	Post-Assessment administered to participants	1/30/2015 one-time
G2.MA1	Collect and review sign in sheets and evaluation sheets	handy, nicole	9/10/2014	Increased parental involvement	5/29/2015 quarterly
G2.B1.S1.MA1	Evaluation of training to monitor effectiveness.	handy, nicole	9/10/2014	Increased parental involvement and increase in students earning high school credit.	5/29/2015 quarterly
G2.B1.S1.MA1	Distribute evaluation sheets to all parents who attend training	handy, nicole	9/10/2014	review of evaluations and Title I Parent Survey	5/29/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

### G1. Increase school-wide capacity in the Florida Standards

#### G1.B1 Students demonstrating below grade level academic performance

##### G1.B1.S1 Offer Saturday tutoring to all struggling students

###### PD Opportunity 1

Provide resources in the classroom

###### Facilitator

TBD

###### Participants

All classroom teachers

###### Schedule

Monthly, from 8/19/2014 to 6/4/2015

#### G1.B1.S3 Provide staff development on implementing Florida Standards/meeting the needs of all learners

###### PD Opportunity 1

Provide staff development for implementing Florida Standards and differentiating instruction

###### Facilitator

Priscilla Bowers-Maloney/TBD

###### Participants

All classroom teachers

###### Schedule

On 1/30/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase school-wide capacity in the Florida Standards	44,350
<b>Goal 2:</b> Increase parent engagement in meetings and school-wide activities	439
<b>Grand Total</b>	<b>44,789</b>

### Goal 1: Increase school-wide capacity in the Florida Standards

Description	Source	Total
<b>B1.S1.A1</b>	Title I Part A	18,300
<b>B1.S1.A1</b>		2,500
<b>B1.S1.A1</b>		1,375
<b>B1.S2.A1</b> - salary for Reading Resource Teacher	Title I Part A	18,300
<b>B1.S2.A1</b> - Classroom paper, ink, supplemental books, toner, headphones, and classroom materials, etc.	Title I Part A	1,375
<b>B1.S3.A1</b> - Professional Development Consultant	Title I Part A	2,500
<b>Total Goal 1</b>		<b>44,350</b>

### Goal 2: Increase parent engagement in meetings and school-wide activities

Description	Source	Total
<b>B1.S1.A1</b> - Parent training materials (paper, ink, materials, etc.) and refreshments	Title I Part A	439
<b>Total Goal 2</b>		<b>439</b>