

South Tech Academy

1300 SW 30TH AVE, Boynton Beach, FL 33426

www.southtechacademy.com

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

82%

Alternative/ESE Center

No

Charter School

Yes

Minority

87%

School Grades History

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

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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

SouthTech Academy's core mission is to graduate students prepared for work, higher education, and productive citizenship.

Provide the school's vision statement

SouthTech Academy has a legacy of service and a history of success. As an Area Vocational/ Technical Center a reputation was established. The local economy was strengthened as adults and high school students cycled through programs and entered the workforce. Local politics diverted those programs away from SouthTech in 1998, and the school began a three-year transformation into a Career Academy Center that provided academics and career training for high school students during the day and career enhancement training for adults after the high school day ended. During FY03 the District decided to close SouthTech at the end of FY04.

In late FY03, the School Advisory Council, Principal, Staff, Students, and Parents decided that the school's value to students and the community at large more than justified whatever investment was needed for redemption. Florida Statutes provide a process for converting a District school to a charter school. The process required several months of time and a great deal of work, but allows a conversion charter school to operate under a local governing board under the control of State statutes, but free of District policy. A Founding Board of dedicated individuals was formed, community and business support was recruited, and South Technical Community High School was effectively converted to SouthTech Charter High School on July 1st 2004. SouthTech Academy became our new name effective July 1, 2005.

As a charter school, SouthTech is unique in several ways. The Career Academy concept has been retained and will be expanded into additional high wage/high demand areas in the future. Continual emphasis will be placed on increasing academic excellence while providing state-of-the-art career education. Adult programs have also been retained and will be expanded into additional community services, distance learning, and other creative methodology directed toward enhancing services while supporting the workforce and, in turn, the economy.

SouthTech is postured to become a national model. A part of this posturing may be attributed to the unique nature of programs, but the level of dedication that exists among members of the Board and staff, the level of support from parents, students, and the community, and the huge demand for our product makes me confident that significance as a national model is both realistic and attainable. My goal is to convert the possibility of national educational significance into reality. The key to achievement of the goal is excellence. My vision focuses on production of educational excellence that justifies and deserves national acclaim. My role is to provide leadership that enables the existing dedication and high levels of available support to attain optimum results. At the high school level, optimum results may be described as developing students prepared for work, college, and productive citizenship.

School Environment

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

SouthTech Academy has established a Single School Culture and appreciation for multicultural diversity. This has been accomplished by SouthTech's implementation of School-wide Positive Behavior Support. SouthTech addresses the three parts of Single School Culture--Academics,

Behavior, and Climate by training school staff and faculty prior to the first day of school. Students were then address via Grade Level Orientations so that the all stakeholders would begin the year with an appreciation of approaching school with responsibility, respect, and a readiness to learn.

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

SouthTech provides professional development with a focus on learning strategies, social skills, and self-management skills, and its relationship to creating a positive, caring and supportive school community. We implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental supports based on identified student need, and intensive supports students to school-based and community resources.

The Guidance Department enhances a college and/or career-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary).

School-wide buy-in has been established to articulate, demonstrate, and teach the specific practices that reflect the application of our school's SwPBS Universal Guidelines: arriving at school respectfully, responsible, and with a readiness to learn--before/during and/or after school.

Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel are involved in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

Professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels has been addressed before the students' first day of school.

Methods and formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported are continually posted and monitored.

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

Universal Guidelines and behavior matrix are taught twice a year to ensure students are aware of school expectations.

Teachers are trained in Classroom management strategies. SwPBS team reviews classroom data to ensure students are engaged while in class.

Administration ensures that differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

References to Universal Guidelines and behavioral expectations are consistently made when providing students with positive feedback.

A positive school-wide recognition system is in place.

Through the Guidance Department, there exists a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust

- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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 based team that meet monthly to discuss students with barriers to academic and social success.

Mentors assigned to students identified with SEL concerns;

Check-in/Check-out, Check and Connect are utilized with students in need of positive adult interactions and positive feedback throughout the school day.

Instruction and various campus activities address social/emotional needs of students.

Students are connected to agencies who have Cooperative Agreements or are on campus.

A comprehensive school counseling program has been developed and implemented with dedicated time to:

(1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making),

(2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and

(3) Evaluate your intervention and evolve (Evaluation).

• Engage with identified staff (i.e. School counselors, ESE staff, as well as the school-based team provide a differentiated delivery of services based on student/school need.

This includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). SouthTech utilizes data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

Utilize data systems to identify students who have attendance, behavioral or academic concerns.

Create data decision rules for number of absences or OSS before referral generated to SBT.

Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success--including attendance, course failure, and college-career planning gaps.

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
	9	10	11	12	
Attendance below 90 percent	7	19	27	18	71
One or more suspensions	16	13	9	23	61
Course failure in ELA or Math	47	61	38	13	159
Level 1 on statewide assessment	31	48	34	24	137

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	37	32	23	12	104

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

Effective multi-disciplinary teams in place to problem solve and create action plans utilizing the following:

Achieve 3000, Study Island, and Tutorials

Planned Discussions, Goal Setting for identified student;

Notification procedures for parents, agency and community outreach;

A comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

Evidence-based interventions to close student need gaps related to earning warning system-- including targeted solution focused counseling (individual and/or group), parent collaboration/ education.

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 available at the school site.

Description

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

SouthTech will continue to increase parent involvement in school activities and decision making during the 2014-2015 School Year. Thus far in FY15, a well attended new student orientation was held on August 13, 2015, followed by Parent Night on September 9th. On September 9th, we also held a Title I Annual Meeting for parents. Parents and community members who attend SISC (School Improvement

Steering Committee) meetings and Board meetings provide input on the school wide program. Additionally, each of SouthTech's 13 Academies maintain Advisory Boards that are comprised of students, parents, and community members who offer guidance any direction for each academy. Information is regularly dispersed through e-mail distribution lists, parent links, flyers, Edline, and the website.

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
Jones, Robin	Dean
Kurtz, Erin	Guidance Counselor
Kingsley, Shawna	Teacher, ESE
Williams, Julie	Assistant Principal

Duties

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

Myron Cost (Principal) oversees MTSS and SIP implementation. Robin Jones (Dean of Students) develops monthly meeting agendas and tracks student disciplinary referrals. Robin Jones and Julie Williams (Assistant Principal) are implementing Phase 1 of the School Wide Positive Behavior Support Program. Robin Jones and Julie Williams share responsibilities in coordinating and communication information regarding the Response to Intervention/School-Based Team. Shawn Kingsley Scott (ESE Coordinator) is responsible for tracking support for ESE students. Eileen Turenne (Assistant Principal) coordinates the SIP and communicates goals to instructional staff. Erin Kurtz (Guidance Coordinator) refers students for support as needs are determined within the Guidance Department.

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. As a team, 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 SouthTech student meet or exceed their academic and academy standards by giving students intervention so that they may become successful.

Using Title I funds, SouthTech has hired a reading coach and math coach. The academic coaching staff trains instructors on new curriculum requirements, and software that will be necessary for instruction.

Tutoring in ELA, math, and science will be provided using Title I funds. also, transportation will be

accessible for students who participate in extended day learning opportunities.

As family involvement is key in student achievement, over 10% of Title I funds are designated to keep parents informed. Open houses, parent workshops, meetings, the school newsletter, and SouthTech's website are some of the ways that parents are informed of activities and events.

SouthTech students qualifying for migrant support attend college visits sponsored by the Department of Migrant Education.

Credit recovery opportunities are available for students currently enrolled at SouthTech, who need to recover credits in failed classes or improve a D grade.

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

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

SouthTech has implemented all measures mandated by the "Jeffrey Johnston Stand Up for All Students Act" S1006.147, Florida Statutes, in conjunction with Board policy 5.002 entitled "Prohibition of Bullying and Harassment." These measures included a policy overview and film presentation to all staff members, distribution and placement of posters throughout the school, establishment of a school contact telephone number along with a Bullying Harassment Anonymous Report form and drop box. Staff members have been identified and assigned to monitor both the phone and drop box for anonymous reports. Communication of the new definitions in Section 4 Expected Behaviors on School Property or At School Related Functions stated in Section 5 of Policy 5.002 are included in the Student/Parent Handbook as well as the SouthTech Employee Handbook.

SouthTech utilizes the School Districts food service program, meeting all nutrition program guidelines. In adult education, SouthTech offers evening classes in a range of job-related skills. These classes are advertised three times per year in a pull out section of the Palm Beach Post, and in a fourth separate mailing via the Pennysaver. Our English language learner (ELL) and GED programs are held four times a week and provide educational services with child care.

Career and technical education is an integral part of SouthTech. In our career academy high school, every student who attends is enrolled in one of twelve career academies. Students must satisfactorily complete their elective requirements for graduation, exclusively within their academies, and they may also earn occupation completion points and industry certification related to their academy field of study.

As part of job training, some career academies in the trades and industry formats have 11th and 12th grade students who can participate in paid on the job training during part of their school day. This training must correspond to the student's career academy curriculum.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Donna Baize	Business/Community
Glorimar Carchi	Parent
Karyn Day	Parent
Steve Day	Parent
Randy Halpern	Parent
Kim Heredia	Parent
Michelle Jones	Parent
Priscilla Maloney	Principal
Suzanne Nicolini	Business/Community
Jim Notter	Business/Community
Debbie Roetzel	Parent
Dennis Roetzel	Parent
Jake Rose	Parent
Roman Salas	Teacher
Tommy Terry	Teacher
Eileen Turenne	Principal
Julie Williams	Principal
Myron Cost	Principal
	Student
Gifty Chung	Parent

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

At the August 14th meeting, the SISC was informed that 2013-2014 Goals were achieved, as we improved reading scores, improved math scores, and increased parental involvement. When asked for suggestions for 2014-2015 Goals, the SISC felt strongly that we need to continue to focus on academic goals—incorporating reading and math into the cross-curricular implementation of the STEAM initiative. Additionally, we need to implement SwPBS with fidelity.

Development of this school improvement plan

SouthTech's SISC represents the larger school community, who share responsibility of evaluating last year's school improvement plan and developing the current school improvement plan. As a Charter School, preparation of the school's annual budget and plan coincides with the development and implementation of this School Improvement Plan.

Preparation of the school's annual budget and plan

Title I funds allocated for this school year is \$178,124 and will be used for the purpose of enhancing school performance through development and implementation of a school improvement plan. Monies are expended only on programs or projects selected by the Governing Board of SouthTech Academy.

Neither School District staff nor principals may override the recommendations of the Governing

Board.

The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, the Governing Board may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

There were no SAC/SISC-related funds allocated for the 2013-2014 school year.

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
Glenn, Claudine	Teacher, K-12
Morton, Janet	Teacher, K-12
De La Fe, Tina	Instructional Coach
Kiehl, Jean-Claude	Teacher, ESE
Dockery, Ryan	Teacher, Career/Technical
McLean, Winnica	Teacher, K-12
Julien, Nicole	Instructional Coach
Brown, Michelle	Teacher, Career/Technical
Ellison, Carolee	Teacher, Career/Technical
Pray, Jan	Teacher, Career/Technical
Hagood, Sandi	Teacher, K-12
Brown, Tim	Teacher, Career/Technical
Shamdasani, Meghan	Teacher, K-12
Simon, Sean	Teacher, K-12
Kozak, Steve	Teacher, Career/Technical
Turenne, Eileen	Assistant Principal
Williams, Julie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Support the Schoolwide Literacy Plan, collaborate on interdisciplinary projects between academies and academics subject areas, raise schoolwide reading proficiency through alignment to Florida Standards in all content areas, share vetted teaching techniques to increase literacy skills, suggest and design professional development in literacy building, incorporate the schoolwide writing plan in all

content areas and rewrite the Lesson Plan template in accordance with FCPCS Evaluation System, Florida Standards, 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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The Professional Development schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Attend District job fairs, post vacancies on website and in local newspapers. Salaries are competitive with School District's salary scale.

For retention, monetary stipends are offered for completing the Reading Endorsement components. One extra paid duty day during pre-school is given and additional activities, such as clubs and tutoring, are offered for supplemental income.

The Principal and the Personnel Manager are responsible for teacher recruitment and retention. The school will continue to hire certified and HQ teachers in compliance with the ESEA law.

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

SouthTech 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 is in the second year of implementing a Beginning Teacher Assistance Program (BTAP), consisting of experienced teachers and one administrator who meet monthly to provide support for both those who are new to teaching as well as those who are new to SouthTech.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

South Tech Academy ensures every teacher contributes to literacy improvement of every student by:
Holding meetings on a regular basis to make decisions about literacy instruction in the school.

Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

Creating a schedule with an uninterrupted 90 minute reading block

Creating a schedule with an additional 60 minute reading block (option for extended day)

Creating a schedule with an uninterrupted 45-60 minute writing block

Providing instruction based on student needs

Providing instruction aligned with the Language Arts Florida Standards for their grade level

Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

Administering assessments which measure instructed standards

Monitoring progress at the class and grade level during Learning Team Meetings

Conducting data chats with students

Creating units of study based on current data

Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

Students self-selecting texts based on reading levels

Students receiving push-in/pull out services for ESE

Providing LLI (Leveled Literacy Intervention) instruction

Providing Process and Strategy charts for reminders of teaching

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: 320

Beginning in the 2013-2014 school year, the school day was extended by 32 minutes per day to give 8 additional minutes of daily instruction in four courses per school day.

Strategy Rationale

Extended time in class amplifies learning opportunities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Turenne, Eileen, eileen.turenne@palmbeachschools.org

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

EDW comparisons between FY13, FY14, and FY15 will used to determine effectiveness.

Strategy: Weekend Program

Minutes added to school year: 1,080

Provide Saturday tutorial program over a sequence of six Saturdays.

Strategy Rationale

Saturday tutorials will target instruction on Florida Standards for EOC's, as well as other standardized testing.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Pre-testing and post-testing of participating students will used to determine effectiveness.

Strategy: Extended School Day

Minutes added to school year: 5,400

After School tutorials are periodically made available to students three days per week for one hour per day;
Before School tutorials are made available to 9th grade students.

Strategy Rationale

Targeted tutoring leads to increased achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Turenne, Eileen, eileen.turenne@palmbeachschools.org

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

Student's academic grades prior to tutoring are compared with post tutorial grades.A collaboration between instructor and tutor is the most effective way of tracking.

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 members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

South Tech Academy continuously promotes academic and career planning through large group counseling lessons. At least twice annually, all students receive information about academic and post secondary planning. Individual counseling is also used as a delivery method for academic and career planning. Florida Choices and My College Quickstart are two web based programs that are utilized to promote college and career planning. Students are asked to take ownership in their course planning by applying what is learned in the large 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 Academy students participate in a career academy program in addition to their academics. Departments work together to show relevance across the curriculum. Students are able to relate what they learn in an academic class to practical applications in their career academy programs:

Auto Body
Auto Technology
Cosmetology
Culinary Arts
Business Management
Commercial Arts
Entertainment Management
Information Technology
Marine Technology
Medical Sciences
Motorcycle Technology
Recording Arts
Rock & Roll
Veterinary

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 large group counseling sessions with students regarding post secondary planning. Additionally, South Tech 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. A college fair is held annually for parents and students where representatives from colleges and military branches attend to meet and share information. South Tech also offers courses aimed at preparing students for the SAT, ACT, and PERT.

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

School based team review and provide assistance to specific students as needed

Afterschool college readiness workshops for students

Counselors conduct classroom guidance and individual counseling sessions with students

Meetings held with parents explain the parental role in assisting students with being ready for college

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 academic achievement to meet the new Florida Standards.
- G2.** Enhance the learning-supportive environment throughout the SouthTech community--both at school and at home.

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 academic achievement to meet the new Florida Standards. 1a

G044462

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Math - All Students	71.0

Resources Available to Support the Goal 2

- Academic Instructors, Academic Coaches (Reading & Math), classroom manipulatives, books, software that differentiates based on individual students' baseline data
- Saturday School, tutoring before and after school, faculty-wide professional development in multiple content areas, and student recognition of achievement.
- Professional development opportunities, curriculum, instruction, funding, leadership, partners, environment, school culture, volunteers
- Title I
- FTE/Operating

Targeted Barriers to Achieving the Goal 3

- Student apathy
- Scheduling, state-wide changes in assessment
- Need more information about the new FSA
- Lack of classroom/home based resources

Plan to Monitor Progress Toward G1. 8

Diagnostic Testing

Person Responsible

Eileen Turenne

Schedule

Biweekly, from 8/27/2014 to 1/23/2015

Evidence of Completion

FAIR results, EOC Practice Test Result, Teacher-generated pre-test and post-tests, Achieve 3000 & Study Island data, EDW reports

G2. Enhance the learning-supportive environment throughout the SouthTech community--both at school and at home. 1a

G044463

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	91.0

Resources Available to Support the Goal 2

- Academic coaches will facilitate workshops.
- Title I Parent Liaison will disburse information regarding upcoming events.
- Certified Language Facilitators will ensure that language accessible information is provided.

Targeted Barriers to Achieving the Goal 3

- Low parental involvement hinders student achievement.
- Parents are limited in their access to technology.
- Language deficiencies may intimidate parents and discourage attendance.

Plan to Monitor Progress Toward G2. 8

Solicitation of parent feedback

Person Responsible

Eileen Turenne

Schedule

Monthly, from 8/14/2014 to 5/14/2015

Evidence of Completion

Minutes from SISC meetings

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 academic achievement to meet the new Florida Standards. **1**

 G044462

G1.B1 Student apathy **2**

 B109249

G1.B1.S1 Provide differentiated instruction **4**

 S120758

Strategy Rationale

Differentiated instruction customizes instructional strategies.

Action Step 1 **5**

Provide access to online resources

Person Responsible

Eileen Turenne

Schedule

Annually, from 8/11/2014 to 3/23/2015

Evidence of Completion

Purchase order, receipts, reimbursement requests etc.

Action Step 2 5

Transportation for extended day services

Person Responsible

Eileen Turenne

Schedule

Weekly, from 1/31/2015 to 3/21/2015

Evidence of Completion

Student participation

Action Step 3 5

Purchase interactive software

Person Responsible

Eileen Turenne

Schedule

On 8/1/2014

Evidence of Completion

Reports generated by software vendors

Action Step 4 5

Purchase instructional materials

Person Responsible

Eileen Turenne

Schedule

Semiannually, from 8/1/2014 to 1/30/2015

Evidence of Completion

Purchase orders, receipts, and reimbursement requests

Action Step 5 5

Provide before school, after school, and Saturday tutoring

Person Responsible

Eileen Turenne

Schedule

Quarterly, from 8/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans, Pre & post tests, sign-in sheets(both the teacher and the student)

Action Step 6 5

Targeted Instruction (Academic Coaches- Reading and Math + Reading Teacher)

Person Responsible

Eileen Turenne

Schedule

Monthly, from 8/18/2014 to 6/29/2015

Evidence of Completion

Pre and post testing

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

Student achievement, coaches schedule and services, will make sure that non-salary items are expended, bus services

Person Responsible

Eileen Turenne

Schedule

Annually, from 9/2/2014 to 6/5/2015

Evidence of Completion

Formative and summative scores, coaches service records, reimbursement requests etc.

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

Formal and informal observation, EDW reports, student attendance, student grades

Person Responsible

Eileen Turenne

Schedule

Annually, from 9/19/2014 to 9/24/2014

Evidence of Completion

Data collected from EDW, student achievement, reimbursement request

G1.B3 Scheduling, state-wide changes in assessment 2

 B114761

G1.B3.S1 Changes in state-wide testing make it challenging to prepare students to connect with a moving target. 4

 S126273

Strategy Rationale

Students need to be prepared to demonstrate proficiency of the Florida Standards regardless of the method of testing.

Action Step 1 5

Provide instructional staff with training on the Florida Standards

Person Responsible

Tina De La Fe

Schedule

Monthly, from 8/11/2014 to 3/23/2015

Evidence of Completion

Sign-in sheets, sample of PowerPoints, training product

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Exit Tickets will be collected after training sessions.

Person Responsible

Eileen Turenne

Schedule

Monthly, from 8/11/2014 to 9/23/2014

Evidence of Completion

Applications of strategies will be monitored by way of administrative observations in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom Walkthroughs

Person Responsible

Eileen Turenne

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Observe 4 Success documentation of observations

G2. Enhance the learning-supportive environment throughout the SouthTech community--both at school and at home. 1

G044463

G2.B1 Low parental involvement hinders student achievement. 2

B109250

G2.B1.S1 Provide notice of opportunities for parents to participate in decision making through Board meetings, input/review of SIP and Title I School Parent Compact 4

S120759

Strategy Rationale

Parents will be fully aware of opportunities to support their sons and daughters.

Action Step 1 5

SISC Meetings, Title I Annual Meeting, Fall/Spring Parent Trainings; Parent Liaison

Person Responsible

Eileen Turenne

Schedule

Monthly, from 8/14/2014 to 5/14/2015

Evidence of Completion

Agendas, sign in sheets and minutes

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

Conduct parent meetings and trainings, purchase materials, communicate with parents often,

Person Responsible

Eileen Turenne

Schedule

Monthly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Agenda, minutes of the meetings, sign-ins, reimbursement request

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

Training Evaluations & Title I Survey Results

Person Responsible

Eileen Turenne

Schedule

Quarterly, from 10/7/2014 to 6/5/2015

Evidence of Completion

Exit tickets, collection and analysis of surveys; reimbursement requests

G2.B1.S2 Notice of participation opportunities will be given through school website, Edline, mailings, and/or parent link phone system. 4

 S120760

Strategy Rationale

Parents will be fully aware of opportunities to support their sons and daughters.

Action Step 1 5

Notice of participation opportunities will be given through school website.

Person Responsible

Schedule

Evidence of Completion

Website

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Sign In sheets

Person Responsible

Schedule

Evidence of Completion

Event attendance

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

School website, Edline, mailings, and/or parent link phone system

Person Responsible

Schedule

Evidence of Completion

Parental participation

G2.B2 Parents are limited in their access to technology. 2

 B109251

G2.B2.S1 Conduct parent training to create awareness of available and affordable technology. 4

 S120761

Strategy Rationale

Action Step 1 5

Attendance Incentives

Person Responsible

Julie Williams

Schedule

Evidence of Completion

Sign-in Sheets and agendas

Action Step 2 5

Parent Involvement Training

Person Responsible

Tina De La Fe

Schedule

Evidence of Completion

Agenda, handouts, and sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Powerpoint printout

Person Responsible

Schedule

Evidence of Completion

End of training exit ticket.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Exit Ticket

Person Responsible

Schedule

Evidence of Completion

Collection of exit tickets.

G2.B3 Language deficiencies may intimidate parents and discourage attendance. 2

 B109252

G2.B3.S1 Provide written communication in Spanish and Haitian Creole. 4

 S120762

Strategy Rationale

Action Step 1 5

Written communication

Person Responsible

Eileen Turenne

Schedule

Evidence of Completion

Written communication in English, Spanish, and Haitian Creole.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Title I Parent Involvement Survey

Person Responsible

Schedule

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Survey

Person Responsible

Schedule

Evidence of Completion

Survey results

G2.B3.S2 Provide translators at parent training. 4

 S120763

Strategy Rationale

Action Step 1 5

Schedule translators and language facilitators

Person Responsible

Eileen Turenne

Schedule

Evidence of Completion

Sign in sheets and payroll records

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Sign in sheets

Person Responsible

Schedule

Evidence of Completion

Payroll records for school employees or community service records for student volunteers

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Parent survey

Person Responsible

Schedule

Evidence of Completion

Exit tickets

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 access to online resources	Turenne, Eileen	8/11/2014	Purchase order, receipts, reimbursement requests etc.	3/23/2015 annually
G2.B1.S1.A1	SISC Meetings, Title I Annual Meeting, Fall/Spring Parent Trainings; Parent Liaison	Turenne, Eileen	8/14/2014	Agendas, sign in sheets and minutes	5/14/2015 monthly
G2.B1.S2.A1	Notice of participation opportunities will be given through school website.		Website	one-time	
G2.B2.S1.A1	Attendance Incentives	Williams, Julie	Sign-in Sheets and agendas	quarterly	
G2.B3.S1.A1	Written communication	Turenne, Eileen	Written communication in English, Spanish, and Haitian Creole.	semiannually	
G2.B3.S2.A1	Schedule translators and language facilitators	Turenne, Eileen	Sign in sheets and payroll records	semiannually	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Provide instructional staff with training on the Florida Standards	De La Fe, Tina	8/11/2014	Sign-in sheets, sample of PowerPoints, training product	3/23/2015 monthly
G1.B1.S1.A2	Transportation for extended day services	Turenne, Eileen	1/31/2015	Student participation	3/21/2015 weekly
G2.B2.S1.A2	Parent Involvement Training	De La Fe, Tina	Agenda, handouts, and sign in sheets	semiannually	
G1.B1.S1.A3	Purchase interactive software	Turenne, Eileen	8/1/2014	Reports generated by software vendors	8/1/2014 one-time
G1.B1.S1.A4	Purchase instructional materials	Turenne, Eileen	8/1/2014	Purchase orders, receipts, and reimbursement requests	1/30/2015 semiannually
G1.B1.S1.A5	Provide before school, after school, and Saturday tutoring	Turenne, Eileen	8/26/2014	Lesson plans, Pre & post tests, sign-in sheets(both the teacher and the student)	6/5/2015 quarterly
G1.B1.S1.A6	Targeted Instruction (Academic Coaches- Reading and Math + Reading Teacher)	Turenne, Eileen	8/18/2014	Pre and post testing	6/29/2015 monthly
G1.MA1	Diagnostic Testing	Turenne, Eileen	8/27/2014	FAIR results, EOC Practice Test Result, Teacher-generated pre-test and post-tests, Achieve 3000 & Study Island data, EDW reports	1/23/2015 biweekly
G1.B1.S1.MA1	Formal and informal observation, EDW reports, student attendance, student grades	Turenne, Eileen	9/19/2014	Data collected from EDW, student achievement, reimbursement request	9/24/2014 annually
G1.B1.S1.MA1	Student achievement, coaches schedule and services, will make sure that non-salary items are expended, bus services	Turenne, Eileen	9/2/2014	Formative and summative scores, coaches service records, reimbursement requests etc.	6/5/2015 annually
G1.B3.S1.MA1	Classroom Walkthroughs	Turenne, Eileen	9/29/2014	Observe 4 Success documentation of observations	5/29/2015 biweekly
G1.B3.S1.MA1	Exit Tickets will be collected after training sessions.	Turenne, Eileen	8/11/2014	Applications of strategies will be monitored by way of administrative observations in the classroom.	9/23/2014 monthly
G2.MA1	Solicitation of parent feedback	Turenne, Eileen	8/14/2014	Minutes from SISC meetings	5/14/2015 monthly
G2.B1.S1.MA1	Training Evaluations & Title I Survey Results	Turenne, Eileen	10/7/2014	Exit tickets, collection and analysis of surveys; reimbursement requests	6/5/2015 quarterly
G2.B1.S1.MA1	Conduct parent meetings and trainings, purchase materials, communicate with parents often,	Turenne, Eileen	8/14/2014	Agenda, minutes of the meetings, sign-ins, reimbursement request	6/5/2015 monthly
G2.B2.S1.MA1	Exit Ticket		Collection of exit tickets.	once	
G2.B2.S1.MA1	Powerpoint printout		End of training exit ticket.	once	
G2.B3.S1.MA1	Survey		Survey results	once	
G2.B3.S1.MA1	Title I Parent Involvement Survey		Survey results	once	
G2.B1.S2.MA1	School website, Edline, mailings, and/or parent link phone system		Parental participation	once	
G2.B1.S2.MA1	Sign In sheets		Event attendance	once	
G2.B3.S2.MA1	Parent survey		Exit tickets	once	
G2.B3.S2.MA1	Sign in sheets		Payroll records for school employees or community service records for student volunteers	once	

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 academic achievement to meet the new Florida Standards.

G1.B1 Student apathy

G1.B1.S1 Provide differentiated instruction

PD Opportunity 1

Targeted Instruction (Academic Coaches- Reading and Math + Reading Teacher)

Facilitator

Academic Coaches

Participants

Instructional staff and students

Schedule

Monthly, from 8/18/2014 to 6/29/2015

G1.B3 Scheduling, state-wide changes in assessment

G1.B3.S1 Changes in state-wide testing make it challenging to prepare students to connect with a moving target.

PD Opportunity 1

Provide instructional staff with training on the Florida Standards

Facilitator

Tina DeLaFe

Participants

Instructional Staff and Faculty

Schedule

Monthly, from 8/11/2014 to 3/23/2015

G2. Enhance the learning-supportive environment throughout the SouthTech community--both at school and at home.

G2.B2 Parents are limited in their access to technology.

G2.B2.S1 Conduct parent training to create awareness of available and affordable technology.

PD Opportunity 1

Parent Involvement Training

Facilitator

Academic Coaches

Participants

Instructional staff and parents

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase academic achievement to meet the new Florida Standards.

G1.B1 Student apathy

G1.B1.S1 Provide differentiated instruction

PD Opportunity 1

Provide access to online resources

Facilitator

Academic Coaches

Participants

Instructional Staff

Schedule

Annually, from 8/11/2014 to 3/23/2015

Budget Rollup

Summary

Description	Total
Goal 1: Increase academic achievement to meet the new Florida Standards.	169,624
Goal 2: Enhance the learning-supportive environment throughout the SouthTech community--both at school and at home.	8,500
Grand Total	178,124

Goal 1: Increase academic achievement to meet the new Florida Standards.

Description	Source	Total
B1.S1.A1 - Achieve 3000 and Study Island	Title I Part A	7,500
B1.S1.A2 - Transportation for extended day opportunities	Title I Part A	8,000
B1.S1.A4 - Paper, ink, pencils, novels, books, reproducible material, charts, graphs, flash drives, binders, pens, book covers, science lab consumables, and headphones for silent reading.	Title I Part A	10,000
B1.S1.A5 - Part time in system salary	Title I Part A	25,000
B1.S1.A6 - Reading and Math Coaches Salaries + Intensive Reading and Intensive Math Teachers, PD Supplies, ink, paper, etc.	Title I Part A	119,124
Total Goal 1		169,624

Goal 2: Enhance the learning-supportive environment throughout the SouthTech community--both at school and at home.

Description	Source	Total
B1.S1.A1 - Parent Liaison (part time) salary Parent training supplies: food, paper, ink, pens, agenda planners for all students	Title I Part A	8,500
Total Goal 2		8,500