South Tech Academy

2016-17 School Improvement Plan

South Tech Academy

1300 SW 30TH AVE, Boynton Beach, FL 33426

www.southtechacademy.com

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
High School 9-12	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	85%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southeast	Gayle Sitter

Former F		Turnaround Status
No		None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. 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.

2. School Environment

a. 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.

Additionally, 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 the Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans.

b. 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).

As stated in SouthTech's 2015-2016 Best Practices for Inclusive Education (BPIE), one of our school's priority indicators is that administrators will ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.

School-wide training for instructional staff to collaborate with ESE teachers has been established. This allows us to further articulate, demonstrate, and teach the specific practices that reflect the application of our school's SwPBS Universal Guidelines. Students arrive 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.

c. 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 which utilizes School-Wide Positive Behavior Support. SouthTech students are expected to be respectful, responsible and ready to learn as infused in our Single School Culture.

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.

d. 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 meets bi-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.

3. 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).

a. 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.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	36	25	21	99
One or more suspensions	0	0	0	0	0	0	0	0	0	16	15	10	14	55
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	102	83	48	16	249
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	87	102	50	9	248

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	69	72	39	13	193

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

SouthTech will take a proactive approach to promote the importance of regular and consistent attendance at school by promoting National Attendance Awareness Month during the month of September and encouraging students to participate in school-wide initiatives. Incentives will be used on a quarterly basis to recognize positive efforts/trends and improvements made by students.

SouthTech implements the School-wide Positive Behavior Supports (SwPBS) program which encourages students to be respectful, responsible and ready to learn. SwPBS uses levels of discipline and empowers teachers to proactively handle minor incidents in their classrooms. Teachers are supported by Deans, Administration and the SwPBS/SBT in handling of major offenses. SouthTech holds two student assemblies per school year to inform students of school-wide behavior expectations and to reiterate the student code of conduct. Students receiving ISS will be counseled and will complete a reflective assignment. Students receiving OSS will receive administrative

coaching and mentoring in hopes of creating a positive learning experience. All SouthTech students receiving ISS/OSS will be provided the opportunity to make-up any missed assignments in order to ensure that the education disruption is minimized.

Intervention groups have been put in place for students who are struggling academically. The focus of these intervention groups will be to motivate and provide specific strategies for students. The School Counseling Department is charged with the implementation and monitoring of the intervention groups success.

Americorps teachers will be utilized to provide tutoring before, during and after the school day for students scoring in the lowest 25% on their state wide assessments. SouthTech offers ELL pull-out and push-in tutorials which are facilitated by an ELL certified teacher for students who are struggling academically.

As stated in SouthTech's 2015-2016 Best Practices for Inclusive Education (BPIE), SouthTech uses a team decision-making process to ensure SWD's transition to and maintain placement in the least restrictive environment.

Effective multi-disciplinary teams are in place to problem solve and create action plans utilizing the following:
*Achieve 3000, Study Island, No Red Ink 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

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

2. Description

2. 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

As stated in SouthTech's 2015-2016 Best Practices for Inclusive Education (BPIE), SouthTech is emphasizing community involvement, along with collaboration among ESE support instructors, academic instructors, academy instructors, administration and families.

SouthTech will continue to increase parent involvement in school activities and decision making during the 2016-2017 School Year. Thus far in FY17, a new student orientation was held on August 9, 2016 followed by Parent Night on September 7th. On September 7th, 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.

C. 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).

1. School Leadership Team

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

Name	Title
Lamerson, Kelly	Assistant Principal
Kurtz, Erin	Guidance Counselor
Kingsley, Shawna	Teacher, ESE
Williams, Julie	Assistant Principal

b. Duties

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

Ellen Van Arsdale (Principal) oversees MTSS and SIP implementation. Roman Salas (Dean of Students) develops monthly meeting agendas and tracks student disciplinary referrals. Roman Salas and Julie Williams (Assistant Principal) are implementing Phase 3 of the School Wide Positive Behavior Support (SwPBS) Program. Roman Salas 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. Kelly Lamerson (Assistant Principal) coordinates the SIP and communicates goals to instructional staff. Erin Kurtz (School Counseling Director) refers students for support as needs are determined within the School Counseling Department.

2. 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 (SBT) 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 two Academic Coaches, 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 by SouthTech Teachers after school. In addition, Americorps Teachers will provide tutoring for students before school, during lunch and after school. 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.

For FY 17, SouthTech Academy has 6 migratory students, and the school will coordinate with Celia Elrod at the District for services and support.

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. Also, a certified ELL teacher works with struggling, at-risk ELL students to provide additional tutoring via small group pull-outs during the school day.

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.

For FY 17, SouthTech Academy has 3 homeless students, and the school counselor will coordinate with outside agencies to provide additional services and support.

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. Students were given a planner which contains a copy of the Student/Parent Handbook. The Employee Handbook was reviewed during the Pre-school planning week with all SouthTech Employees. A copy of both handbooks are located on SouthTech's public drive in addition, they are both posted on the school's website: southtechschools.org.

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 thirteen 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Donna Baize	Business/Community
Suzanne Nicolini	Business/Community
Debbie Roetzel	Parent
Tommy Terry	Teacher
Julie Williams	Education Support Employee
Glorimar Carchi	Parent
Russell Feldman	Business/Community
Beth Jones	Parent
Cathy McClure	Parent
Ellen Van Arsdale	Principal
Danielle Keeling	Parent
Kelly Lamerson	Education Support Employee
George Campbell	Parent
Carmen Payne	Parent
Kamelie Sweeney Allen	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

At the August 11th meeting, the SISC was informed that 2015-2016 Goals were not fully achieved; as we improved reading scores, improved in some of our Math EOC scores, and increased parental involvement. When asked for suggestions for 2016-2017 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.

b. 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.

c. Preparation of the school's annual budget and plan

Title I funds allocated for this school year is $317,108.00 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.

2. 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 2016-2017 school year.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Hand, Chris	Teacher, ESE
De La Fe, Tina	Instructional Coach
Boggess, Jay	Administrative Support
Spindler, Kiersten	Teacher, K-12
Pilato, Christopher	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team (LLT) Professional Learning Community (PLC) will 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.

D. 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).

1. 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 Professional Learning Communities (PLC's). The Professional Development schedule has been designed to provide consistent time for teachers to meet by common interest. 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.

2. 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.

3. 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 third 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

During the 2015-2016 school year, SouthTech was in its 2nd year of implementation of the CORE Six professional development series--aimed at aligning instruction to Florida Standards. The six strategies that will continue to be implemented in 2016-2017 within the Literacy Leadership Team (LLT) Professional Learning Community (PLC) are as follows:

1. Reading for Meaning
Student evidence to be submitted: Pre-reading statements written by teacher, notes on evidence in text, small and large group discussion using evidence to support opinions, writing samples based on text evidence, tools of writing scaffolding, i.e., 3x3s or Sentence Frameworks
How to complete the implementation: Students will complete critical thinking tasks before, during and after reading using text evidence

Rubric/scale to be used for grading implementation: Does it address a specific standard/skill(s) ? Does the text deserve special emphasis and analysis in line with the chosen standard/skill? Is it clear which ideas, details or process students need to master? Does the activity engage students with an attention-grabbing question or statement?

2. Compare and Contrast
Student evidence to be submitted: Descriptive charts, Top Hat Organizer, written application of concept
How to complete the implementation: Students will compare and contrast two concepts in the content area in a culminating, higher order thinking task.
Rubric/scale to be used for grading implementation: Did the culminating task transfer learning in a meaningful way? Did they discover the most crucial differences and similarities and understand their implications on the wider concept?

3. Circle of Knowledge
Student evidence to be submitted: Notes/graphic organizer for information presented on topic, pyramid rankings, Student Report Cards, and/or argumentative essays, Student Discussion Report Card.
How to complete the implementation: Students will form arguments should be based on evidence and facts. Discussion techniques will include People Graph, Physical Barometer, Small Groups to Large Group discussion and/or Individual Reflection. Oral argument, written summaries of concluding thoughts, graphic organizer grouping concepts and/or polished writing will be the culminating task.
Rubric/scale to be used for grading implementation: Is the purpose of the discussion clear? Was the hook interesting to students and did it connect to the big idea? Were valid information sources used to seed discussion? Were a variety of discussion topics used to engage all students? Did students show what they learned through the discussion in a concrete way?

4. Inductive Learning
Student evidence to be submitted: Groups and Label word banks, Support/Refute Organizer
How to complete the implementation: Students will combine a Vocabulary's CODE activity such a word grouping with a discovering learning activity such as a prediction list
Rubric/scale to be used for grading implementation : Is it clear which standard is being addressed? Is the word list contained to 20 items or less? Was the strategy modeled and practiced in class before being assigned for independent work? Is there a closing activity that shows what the student learned from his hypothesis/prediction?

5. Write to Learn
Student evidence to be submitted: 4-2-1 Free Write, Learning Log, 3x3 Writing Frame, Peer edited essay or other provisional, readable or polished writing assignment
How to complete the implementation: Students will complete several provisional writing tasks, some readable writing, and at least one polished writing assignment per semester
Rubric/scale to be used for grading implementation: Does writing task have a specific purpose? Are expectations defined? Is the prompt clear and succinct? Did the teacher provide a sample and a rubric?

6. Vocabulary's CODE
Student evidence to be submitted: Word Wall, Paint Chips, Concept Maps, Labeled Word Banks, Three-Way Ties, Vocabulary Games, writing assignments
How to complete the implementation: Students will use at least one technique from each of the C-O-D-E examples over the course of the unit
Rubric/scale to be used for grading implementation : Are there 30 words or less on the essential word list? Are words prioritized from least to most important? Do students get to interact with each word in a variety of ways?

b. Instructional Strategies

1. 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

As stated in SouthTech's 2015-2016 Best Practices for Inclusive Education (BPIE), one of our school's priority indicators is that general and special education teachers use the Florida Standards as the foundation for instruction with all SWD's including those with significant cognitive disability. To that end, South Tech Academy ensures every teacher contributes to literacy improvement by doing the following:

Administering the FAIR test 3 times annually, using resulting data to drive instruction
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 Florida Standards
Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
Providing instruction based on student needs
Providing instruction aligned grade level Florida Standards
Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
Monitoring progress at the class and grade level during Learning Team Meetings
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

2. 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
Lamerson, Kelly, kelly.lamerson@pbcharterschools.org

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

EDW comparisons between FY14, FY15, FY16 and FY17 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 by classroom teachers;

Before school tutorials are made available to students though-out the school year. Americorps Teachers are being utilized to provide before school, during school and after school tutorials.

Strategy Rationale

Targeted tutoring leads to increased achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lamerson, Kelly, kelly.lamerson@pbcharterschools.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.

2. Student Transition and Readiness

a. 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).

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

SouthTech Academy High School partners with SouthTech Prep Middle School by bringing middle school students to the high school campus and spending time in career laboratory settings.

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.

b. College and Career Readiness

1. 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. My Career Shines 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.

2. 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 Repair
Automotive Technology
Business Management
Commerical Arts
Cosmetology
Culinary Arts
Digital Film & Broadcast
Information Technology
Marine Technology
Medical Science
Motorcycle Technology
Music & Sound Production
Veterinary Assisting

3. 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, SouthTech 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. SouthTech also offers courses aimed at preparing students for the SAT, ACT and multiple Industry Certification offerings.

4. 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

The School based Team (SBT) reviews and provides assistance to specific students as needed. After school college readiness workshops for students are held by the School Counseling Department, to include; a College Fair and Financial Aid Information Session.
College and Military Representatives are invited to share information with students and setup information tables during the school day and at Parent Nights.
School Counselors conduct classroom guidance and individual counseling sessions with students. Meetings are held with parents to explain the parental role in assisting students with being ready for college and other types of post secondary

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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. If we create a supportive environment through extending the school day and utilizing school-wide positive support on campus, then ELA proficiency will increase by 3% (from 44% to 47%) and math proficiency will increase by 3% (from 44% to 47%) in FY17.

G2. Increase academic achievement to meet the new Florida Standards by improving the performance of our lowest performing quartile on the FSA ELA Assessment.

G3. Enhance the learning-supportive environment throughout the SouthTech community--both at school and at home--to increase SouthTech Academy's graduation rate from 96% to 100%.

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. If we create a supportive environment through extending the school day and utilizing school-wide positive support on campus, then ELA proficiency will increase by 3% (from 44% to 47%) and math proficiency will increase by 3% (from 44% to 47%) in FY17. 1a

🔑 G077647

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	47.0
FSA Mathematics Achievement	47.0

Targeted Barriers to Achieving the Goal 3

- In recent years, students have historically had standardized tests in reading that do not involve writing.

- Student lack solid math foundation.

Resources Available to Support the Goal 2

- 1. Title I 2. Dedicated Staff 3. School-Wide Support Structure 4. Engaged Families

Plan to Monitor Progress Toward G1. 8

FAIR Testing results

Person Responsible
Tina De La Fe

Schedule
Quarterly, from 9/27/2016 to 5/26/2017

Evidence of Completion
Mid-year and year-end FAIR tesing analysis and results

Plan to Monitor Progress Toward G1. 8

Reimbursement Packet

Person Responsible
Julie Williams

Schedule
Quarterly, from 7/1/2016 to 6/30/2017

Evidence of Completion
Purchase orders, cancelled check, reimbursement request with support documentation

Plan to Monitor Progress Toward G1. 8

Math Benchmark Assessments

Person Responsible
Nicole Julien

Schedule
Quarterly, from 7/1/2016 to 6/30/2017

Evidence of Completion
Mid-year and year-end Math Benchmark tesing analysis and results

G2. Increase academic achievement to meet the new Florida Standards by improving the performance of our lowest performing quartile on the FSA ELA Assessment. 1a

🔍 G077648

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	25.0

Targeted Barriers to Achieving the Goal 3

- Student apathy

- Lack of internet access at home

- Scheduling, state-wide changes in assessment

- Need more information about the new FSA

- Lack of classroom/home based resources

Resources Available to Support the Goal 2

- Academic Instructors, Academic Coaches (Reading & Math), Americorps Teachers, classroom manipulatives, books, software that differentiates based on individual students' baseline data

- Tutoring before and after school, faculty-wide professional development in multiple content areas via Professional Learning Communities (PLC's), and student recognition of achievement.

- Professional development opportunities, curriculum, instruction, funding, leadership, partners, environment, school culture, volunteers

- Title I

- FTE/Operating

Plan to Monitor Progress Toward G2. 8

Diagnostic Testing, year-end assessment results

Person Responsible
Kelly Lamerson

Schedule
Biweekly, from 8/29/2016 to 1/25/2017

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

Plan to Monitor Progress Toward G2. 8

Year-end assessment results

Person Responsible
Kelly Lamerson

Schedule
Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion
Teachers' evaluation results

Plan to Monitor Progress Toward G2. 8

Year-end assessment results

Person Responsible
Kelly Lamerson

Schedule
Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion
Recommendation/ report on the non and or re- purchase of the program

Plan to Monitor Progress Toward G2. 8

Year-end assessment results

Person Responsible
Kelly Lamerson

Schedule
Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion
Tutorial Program evaluation report

Plan to Monitor Progress Toward G2. 8

Year-end assessment results

Person Responsible
Kelly Lamerson

Schedule
Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion
Transportation evaluation for extended school days

Plan to Monitor Progress Toward G2. 8

Faculty PLC Survey Results

Person Responsible
Julie Williams

Schedule
Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Individual Surveys, Exit Tickets, PLC Training Survey Summary

G3. Enhance the learning-supportive environment throughout the SouthTech community--both at school and at home--to increase SouthTech Academy's graduation rate from 96% to 100%. 1a

🔍 G077649

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	96.0
	100.0

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.

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.

Plan to Monitor Progress Toward G3. 8

Solicitation of parent feedback, conference with the liaison

Person Responsible
Julie Williams

Schedule
Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Minutes from SISC meetings, and conference notes with liaison

Plan to Monitor Progress Toward G3. 8

Year-end evalaution

Person Responsible
Julie Williams

Schedule
Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion
Title I survey reports and parent liaison evaluation

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. If we create a supportive environment through extending the school day and utilizing school-wide positive support on campus, then ELA proficiency will increase by 3% (from 44% to 47%) and math proficiency will increase by 3% (from 44% to 47%) in FY17. `1`

🔑 G077647

G1.B3 In recent years, students have historically had standardized tests in reading that do not involve writing. `2`

🔑 B203757

G1.B3.S1 Provide Academic Coaching which will focus on the CORE SIX strategies. The focus of the LLT PLC will be CORE SIX study. `4`

🔑 S215574

Strategy Rationale

The strategies provided through this coaching will be applicable to literacy in both academic and academy-related studies.

Action Step 1 `5`

Reading Coach will work with teachers to build instructional capacity in reading strategies across all content areas.

Person Responsible

Tina De La Fe

Schedule

Every 2 Months, from 8/15/2016 to 6/2/2017

Evidence of Completion

Coaching Schedule, PD Schedule, PD Agenda, PD Sign-In & Coach's Evaluation

Action Step 2 `5`

Provide necessary supplies and resources needed to implement reading programs.

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Purchase orders, cancelled check, reimbursement request with support documentation

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

Formal and informal observations of PD sessions/PLC Meetings and classroom implementation of strategies

Person Responsible

Julie Williams

Schedule

Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

PD/PLC Sign-In, PLC Agendas & Minutes, lesson plans showing CORE SIX implementation, and classroom walk throughs and observations

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

Purchase PD materials promptly.

Person Responsible

Julie Williams

Schedule

Quarterly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Purchase orders, cancelled check, reimbursement request with support documentation

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

Feedback from PLC regarding CORE SIX

Person Responsible

Julie Williams

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

PD surveys

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

Track usage of PD materials

Person Responsible

Julie Williams

Schedule

Quarterly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Purchase orders, cancelled check, reimbursement request with support documentation

G1.B4 Student lack solid math foundation. `2`

🔑 B203758

G1.B4.S1 Math Coach will work with teacher to build capacity in math instruction. `4`

🔑 S215575

Strategy Rationale

With differentiated instruction, the math coach will facilitate the process of addressing specific student needs.

Action Step 1 `5`

Math Coach will analyze individual teacher data and provide guidance to math instructors.

Person Responsible

Nicole Julien

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Coach's schedule, products from department meetings, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teacher-Administered Benchmark Tests

Person Responsible

Kelly Lamerson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Results and data analysis of benchmark tests

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Check trends in benchmark progress.

Person Responsible

Kelly Lamerson

Schedule

Every 2 Months, from 8/15/2016 to 6/2/2017

Evidence of Completion

Summary of trends in benchmark progress

G2. Increase academic achievement to meet the new Florida Standards by improving the performance of our lowest performing quartile on the FSA ELA Assessment. [1]

🔑 G077648

G2.B1 Student apathy [2]

🔑 B203759

G2.B1.S1 Provide differentiated instruction [4]

🔑 S215576

Strategy Rationale

Differentiated instruction customizes instructional strategies.

Action Step 1 [5]

Provide access to online resources

Person Responsible

Kelly Lamerson

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Purchase order, receipts, reimbursement requests etc.

Action Step 2 [5]

Transportation for extended day services

Person Responsible

Kelly Lamerson

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Student participation

Action Step 3 5

Purchase interactive software

Person Responsible

Kelly Lamerson

Schedule

On 7/25/2016

Evidence of Completion

Reports generated by software vendors

Action Step 4 5

Purchase instructional materials

Person Responsible

Kelly Lamerson

Schedule

Semiannually, from 7/25/2016 to 12/19/2016

Evidence of Completion

Purchase orders, receipts, and reimbursement requests

Action Step 5 5

Provide before school and after school tutoring

Person Responsible

Kelly Lamerson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

Action Step 6 [5]

Targeted Instruction (Intensive Reading & Intensive Math Teacher)

Person Responsible

Kelly Lamerson

Schedule

Monthly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Year-end academic assessments score; coaches schedule, teachers class roster, and lesson plans

Action Step 7 [5]

Americorps Teachers will be providing pull-out and push-in Tutorials during the school day

Person Responsible

Tina De La Fe

Schedule

On 6/2/2017

Evidence of Completion

Attendance, Lesson Plans, FSA and SAT/ACT Scores

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

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

Person Responsible

Kelly Lamerson

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Classroom walkthroughs

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Conference notes, checked leson plans

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

Order supplemental materials for classroom use

Person Responsible

Julie Williams

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plan and reimbursement request with supporting documentation

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

Contract with Achieve 3000 and other online subscription

Person Responsible

Kelly Lamerson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plan, usage report, and reimbursement request

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

Tutorial and teachers schedule

Person Responsible

Kelly Lamerson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teachers' lesson plans, student rosters and reimbursement request

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

Transportation student roster for extended day

Person Responsible

Kelly Lamerson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Updated reports on students receiving transportation services

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

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

Person Responsible

Kelly Lamerson

Schedule

Annually, from 9/20/2016 to 6/2/2017

Evidence of Completion

Data collected from EDW, student achievement, reimbursement request

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

Year-end assessment scores

Person Responsible

Kelly Lamerson

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Assessment scores and teachers year-end evaluation

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

Check lesson plans and classroom walkthroughs

Person Responsible

Julie Williams

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans with notes and reimbursement packet

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

Review of usage and data report

Person Responsible

Kelly Lamerson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Reflection and observation on the effectiveness of the program

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

Review of the targeted student's progress

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Students' tutorial progress report and reimbursement request

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

Trasportation report for extendend school days

Person Responsible

Kelly Lamerson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review of student roster availing transportation

G2.B2 Lack of internet access at home 2

🔑 B203760

G2.B2.S1 Purchase additional computers (Laptops & Carts) which can be used as mobile computer labs. 4

🔑 S226916

Strategy Rationale

Students have limited access to computers and the internet at home

Action Step 1 5

The IT Department will order and set up a mobile computer station that can be utilized by classroom teachers.

Person Responsible

Kelly Lamerson

Schedule

On 7/25/2016

Evidence of Completion

Purchase Order, Receipts, Laptops & Laptop Carts

G2.B3 Scheduling, state-wide changes in assessment 2

🔑 B203761

G2.B3.S1 Changes in state-wide testing make it challenging to prepare students to connect with a moving target. 4

🔑 S215577

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 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, sample of PowerPoints, training product

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

Exit Tickets will be collected after training sessions.

Person Responsible

Julie Williams

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Classroom Walkthroughs

Person Responsible

Julie Williams

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observe 4 Success documentation of observations

G2.B5 Lack of classroom/home based resources `2`
🔑 B203763

G2.B5.S1 Provide teachers, school counselors and staff opportunities to increase their professional knowledge base through Professional Learning Communities (PLC's). `4`
🔑 S215578

Strategy Rationale

With further development of skills, shared best practices and increased competency; teachers, school counselors and staff will be better prepared to provide resources for students, especially at-risk populations.

Action Step 1 `5`

Professional Development via Professional Learning Communities (PLC's)

Person Responsible

Julie Williams

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Faculty Sign-in Sheets, PLC Agendas, PLC Meeting Schedules, PLC Meeting Minutes, PLC Walkthroughs, Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

Whole group faculty training, PLC Facilitator Training, PLC & Classroom Walkthroughs

Person Responsible

Julie Williams

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, Presentations, Faculty Sign-in Sheets, Individual PLC Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Whole group faculty training, PLC Facilitator Training, PLC & Classroom Walkthroughs

Person Responsible

Julie Williams

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, Presentations, Faculty Sign-in Sheets, Individual PLC Meeting Minutes

G3. Enhance the learning-supportive environment throughout the SouthTech community--both at school and at home--to increase SouthTech Academy's graduation rate from 96% to 100%. [1]

🔑 G077649

G3.B1 Low parental involvement hinders student achievement. [2]

🔑 B203764

G3.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]

🔑 S215579

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

Kelly Lamerson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent liaison schedule of services, agendas, sign in sheets and minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Conduct parent meetings and trainings, purchase materials, frequent and regular communication with parents

Person Responsible

Julie Williams

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Training Evaluations & Title I Survey Results

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Exit tickets, collection and analysis of surveys; reimbursement requests, monitoring of parents' sign-in and attendance and year-end evalaution of the parent liaison

G3.B1.S2 Notice of participation opportunities will be given through school website, Edline, mailings, and/or parent link phone system. `4`

🔍 S215580

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

Julie Williams

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Website

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Sign In sheets

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Event attendance

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

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

Person Responsible

Julie Williams

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parental participation

G3.B2 Parents are limited in their access to technology. 2

🔑 B203765

G3.B2.S1 Conduct parent training to create awareness of available and affordable technology. 4

🔑 S215581

Strategy Rationale

Parents will be able to use technology to access resources that will help them to be fully supportive of their sons and daughters education.

Action Step 1 5

Attendance Incentives

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in Sheets and agendas

Action Step 2 5

Parent Involvement Training

Person Responsible

Tina De La Fe

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agenda, handouts, and sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Powerpoint printout

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

End of training exit ticket.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Exit Ticket

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Collection of exit tickets.

G3.B3 Language deficiencies may intimidate parents and discourage attendance. `2`

🔑 B203766

G3.B3.S1 Provide written communication in Spanish, Portuguese and Haitian Creole. `4`

🔑 S215582

Strategy Rationale

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

Action Step 1 `5`

Written communication

Person Responsible

Kelly Lamerson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Written communication in English, Spanish, Portuguese and Haitian Creole.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Title I Parent Involvement Survey

Person Responsible

Julie Williams

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Survey

Person Responsible

Julie Williams

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Survey results

G3.B3.S2 Provide translators and Sign Language Interpreters at parent training. `4`

🔑 S215583

Strategy Rationale

Parents will understand the information that is presented if it is in their native language or if assistance is provided due to a disability.

Action Step 1 `5`

Schedule translators and language facilitators

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign in sheets and payroll records

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Sign in sheets

Person Responsible

Julie Williams

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Parent survey

Person Responsible

Julie Williams

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Exit tickets

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G1.B3.S1.MA4 🔍 M263972	Track usage of PD materials	Williams, Julie	7/1/2016	Purchase orders, cancelled check, reimbursement request with support documentation	6/30/2017 quarterly
G1.MA2 🔍 M263978	Reimbursement Packet	Williams, Julie	7/1/2016	Purchase orders, cancelled check, reimbursement request with support documentation	6/30/2017 quarterly
G1.B3.S1.MA2 🔍 M263974	Purchase PD materials promptly.	Williams, Julie	7/1/2016	Purchase orders, cancelled check, reimbursement request with support documentation	6/30/2017 quarterly
G1.MA3 🔍 M263979	Math Benchmark Assessments	Julien, Nicole	7/1/2016	Mid-year and year-end Math Benchmark tesing analysis and results	6/30/2017 quarterly
G2.B1.S1.A3 🔍 A269986	Purchase interactive software	Lamerson, Kelly	7/25/2016	Reports generated by software vendors	7/25/2016 one-time
G2.B2.S1.A1 🔍 A288016	The IT Department will order and set up a mobile computer station that can be utilized by classroom...	Lamerson, Kelly	7/25/2016	Purchase Order, Receipts, Laptops & Laptop Carts	7/25/2016 one-time
G2.B1.S1.A4 🔍 A269987	Purchase instructional materials	Lamerson, Kelly	7/25/2016	Purchase orders, receipts, and reimbursement requests	12/19/2016 semiannually
G2.B1.S1.MA5 🔍 M263988	Order supplemental materials for classroom use	Williams, Julie	8/15/2016	Lesson plan and reimbursement request with supporting documentation	6/2/2017 monthly
G2.MA6 🔍 M288225	Faculty PLC Survey Results	Williams, Julie	8/15/2016	Individual Surveys, Exit Tickets, PLC Training Survey Summary	6/2/2017 monthly
G3.MA1 🔍 M264009	Solicitation of parent feedback, conference with the liaison	Williams, Julie	8/15/2016	Minutes from SISC meetings, and conference notes with liaison	6/2/2017 monthly
G3.MA2 🔍 M264010	Year-end evalaution	Williams, Julie	8/15/2016	Title I survey reports and parent liaison evaluation	6/2/2017 annually
G1.B3.S1.MA1 🔍 M263971	Feedback from PLC regarding CORE SIX	Williams, Julie	8/15/2016	PD surveys	6/2/2017 semiannually
G2.MA4 🔍 M263997	Year-end assessment results	Lamerson, Kelly	8/15/2016	Tutorial Program evaluation report	6/2/2017 annually
G1.B3.S1.MA1 🔍 M263973	Formal and informal observations of PD sessions/PLC Meetings and classroom implementation of...	Williams, Julie	8/15/2016	PD/PLC Sign-In, PLC Agendas & Minutes, lesson plans showing CORE SIX implementation, and classroom walk throughs and observations	6/2/2017 every-6-weeks
G2.MA3 🔍 M263996	Year-end assessment results	Lamerson, Kelly	8/15/2016	Recommendation/ report on the non and or re- purchase of the program	6/2/2017 annually
G1.B3.S1.A1 🔍 A269981	Reading Coach will work with teachers to build instructional capacity in reading strategies across...	De La Fe, Tina	8/15/2016	Coaching Schedule, PD Schedule, PD Agenda, PD Sign-In & Coach's Evaluation	6/2/2017 every-2-months
G1.B3.S1.A2 🔍 A269982	Provide necessary supplies and resources needed to implement reading programs.	Williams, Julie	8/15/2016	Purchase orders, cancelled check, reimbursement request with support documentation	6/2/2017 quarterly
G1.B4.S1.MA1 🔍 M263975	Check trends in benchmark progress.	Lamerson, Kelly	8/15/2016	Summary of trends in benchmark progress	6/2/2017 every-2-months
G1.B4.S1.MA1 🔍 M263976	Teacher-Administered Benchmark Tests	Lamerson, Kelly	8/15/2016	Results and data analysis of benchmark tests	6/2/2017 monthly
G1.B4.S1.A1 🔍 A269983	Math Coach will analyze individual teacher data and provide guidance to math instructors.	Julien, Nicole	8/15/2016	Coach's schedule, products from department meetings, lesson plans	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S2.MA1 🔍 M264007	Parent survey	Williams, Julie	8/15/2016	Exit tickets	6/2/2017 annually
G2.B1.S1.MA4 🔍 M263981	Year-end assessment scores	Lamerson, Kelly	8/15/2016	Assessment scores and teachers year-end evaluation	6/2/2017 annually
G2.B1.S1.MA6 🔍 M263982	Check lesson plans and classroom walkthroughs	Williams, Julie	8/15/2016	Lesson plans with notes and reimbursement packet	6/2/2017 monthly
G2.B1.S1.MA8 🔍 M263983	Review of usage and data report	Lamerson, Kelly	8/15/2016	Reflection and observation on the effectiveness of the program	6/2/2017 quarterly
G2.B1.S1.MA10 🔍 M263984	Review of the targeted student's progress	Williams, Julie	8/15/2016	Students' tutorial progress report and reimbursement request	6/2/2017 quarterly
G2.B1.S1.MA12 🔍 M263985	Trasportation report for extendend school days	Lamerson, Kelly	8/15/2016	Review of student roster availing transportation	6/2/2017 quarterly
G2.B1.S1.MA1 🔍 M263986	Student achievement, coaches schedule and services, will make sure that non-salary items are...	Lamerson, Kelly	8/15/2016	Formative and summative scores, coaches service records, reimbursement requests etc.	6/2/2017 annually
G2.B1.S1.MA3 🔍 M263987	Classroom walkthroughs	Williams, Julie	8/15/2016	Conference notes, checked leson plans	6/2/2017 quarterly
G2.MA5 🔍 M263998	Year-end assessment results	Lamerson, Kelly	8/15/2016	Transportation evaluation for extended school days	6/2/2017 annually
G2.B1.S1.MA7 🔍 M263989	Contract with Achieve 3000 and other online subscription	Lamerson, Kelly	8/15/2016	Lesson plan, usage report, and reimbursement request	6/2/2017 monthly
G2.B1.S1.MA9 🔍 M263990	Tutorial and teachers schedule	Lamerson, Kelly	8/15/2016	Teachers' lesson plans, student rosters and reimbursement request	6/2/2017 quarterly
G2.B1.S1.MA11 🔍 M263991	Transportation student roster for extended day	Lamerson, Kelly	8/15/2016	Updated reports on students receiving transportation services	6/2/2017 quarterly
G2.B1.S1.A1 🔍 A269984	Provide access to online resources	Lamerson, Kelly	8/15/2016	Purchase order, receipts, reimbursement requests etc.	6/2/2017 annually
G3.B1.S2.A1 🔍 A269992	Notice of participation opportunities will be given through school website.	Williams, Julie	8/15/2016	Website	6/2/2017 biweekly
G2.MA2 🔍 M263995	Year-end assessment results	Lamerson, Kelly	8/15/2016	Teachers' evaluation results	6/2/2017 annually
G3.B3.S2.MA1 🔍 M264008	Sign in sheets	Williams, Julie	8/15/2016	Payroll records for school employees or community service records for student volunteers	6/2/2017 quarterly
G2.B1.S1.A5 🔍 A269988	Provide before school and after school tutoring	Lamerson, Kelly	8/15/2016	Lesson plans, Pre & post tests, sign-in sheets(both the teacher and the student)	6/2/2017 quarterly
G3.B1.S2.MA1 🔍 M264002	Sign In sheets	Williams, Julie	8/15/2016	Event attendance	6/2/2017 quarterly
G2.B1.S1.A7 🔍 A288050	Americorps Teachers will be providing pull-out and push-in Tutorials during the school day	De La Fe, Tina	8/15/2016	Attendance, Lesson Plans, FSA and SAT/ACT Scores	6/2/2017 one-time
G2.B3.S1.MA1 🔍 M263992	Classroom Walkthroughs	Williams, Julie	8/15/2016	Observe 4 Success documentation of observations	6/2/2017 biweekly
G2.B3.S1.MA1 🔍 M263993	Exit Tickets will be collected after training sessions.	Williams, Julie	8/15/2016	Applications of strategies will be monitored by way of administrative observations in the classroom.	6/2/2017 monthly
G2.B3.S1.A1 🔍 A269990	Provide instructional staff with training on the Florida Standards	De La Fe, Tina	8/15/2016	Sign-in sheets, sample of PowerPoints, training product	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.MA1 M288223	Whole group faculty training, PLC Facilitator Training, PLC & Classroom Walkthroughs	Williams, Julie	8/15/2016	Agendas, Presentations, Faculty Sign-in Sheets, Individual PLC Meeting Minutes	6/2/2017 monthly
G2.B5.S1.MA1 M288222	Whole group faculty training, PLC Facilitator Training, PLC & Classroom Walkthroughs	Williams, Julie	8/15/2016	Agendas, Presentations, Faculty Sign-in Sheets, Individual PLC Meeting Minutes	6/2/2017 monthly
G2.B5.S1.A1 A287867	Professional Development via Professional Learning Communities (PLC's)	Williams, Julie	8/15/2016	Faculty Sign-in Sheets, PLC Agendas, PLC Meeting Schedules, PLC Meeting Minutes, PLC Walkthroughs, Classroom Walkthroughs	6/2/2017 monthly
G3.B1.S1.MA1 M263999	Training Evaluations & Title I Survey Results	Williams, Julie	8/15/2016	Exit tickets, collection and analysis of surveys; reimbursement requests, monitoring of parents' sign-in and attendance and year-end evalaution of the parent liaison	6/2/2017 quarterly
G3.B1.S2.MA1 M264001	School website, Edline, mailings, and/or parent link phone system	Williams, Julie	8/15/2016	Parental participation	6/2/2017 biweekly
G3.B1.S1.A1 A269991	SISC Meetings, Title I Annual Meeting, Fall/Spring Parent Trainings; Parent Liaison	Lamerson, Kelly	8/15/2016	Parent liaison schedule of services, agendas, sign in sheets and minutes	6/2/2017 monthly
G3.B2.S1.MA1 M264003	Exit Ticket	Williams, Julie	8/15/2016	Collection of exit tickets.	6/2/2017 quarterly
G3.B2.S1.MA1 M264004	Powerpoint printout	Williams, Julie	8/15/2016	End of training exit ticket.	6/2/2017 quarterly
G3.B2.S1.A1 A269993	Attendance Incentives	Williams, Julie	8/15/2016	Sign-in Sheets and agendas	6/2/2017 quarterly
G3.B2.S1.A2 A269994	Parent Involvement Training	De La Fe, Tina	8/15/2016	Agenda, handouts, and sign in sheets	6/2/2017 semiannually
G3.B3.S1.MA1 M264005	Survey	Williams, Julie	8/15/2016	Survey results	6/2/2017 annually
G3.B3.S1.MA1 M264006	Title I Parent Involvement Survey	Williams, Julie	8/15/2016	Survey results	6/2/2017 annually
G3.B3.S1.A1 A269995	Written communication	Lamerson, Kelly	8/15/2016	Written communication in English, Spanish, Portuguese and Haitian Creole.	6/2/2017 quarterly
G3.B3.S2.A1 A269996	Schedule translators and language facilitators	Williams, Julie	8/15/2016	Sign in sheets and payroll records	6/2/2017 quarterly
G3.B1.S1.MA1 M264000	Conduct parent meetings and trainings, purchase materials, frequent and regular communication with...	Williams, Julie	8/15/2016	Agenda, minutes of the meetings, sign-ins, reimbursement request, evaluation of the training	6/2/2017 monthly
G2.B1.S1.A6 A269989	Targeted Instruction (Intensive Reading & Intensive Math Teacher)	Lamerson, Kelly	8/15/2016	Year-end academic assessments score; coaches schedule, teachers class roster, and lesson plans	6/30/2017 monthly
G2.MA1 M263994	Diagnostic Testing, year-end assessment results	Lamerson, Kelly	8/29/2016	FAIR results, EOC Practice Test Result, Teacher-generated pre-test and post-tests, Achieve 3000 & Study Island data, EDW reports	1/25/2017 biweekly
G2.B1.S1.MA1 M263980	Formal and informal observation, EDW reports, student attendance, student grades	Lamerson, Kelly	9/20/2016	Data collected from EDW, student achievement, reimbursement request	6/2/2017 annually
G1.MA1 M263977	FAIR Testing results	De La Fe, Tina	9/27/2016	Mid-year and year-end FAIR tesing analysis and results	5/26/2017 quarterly
G2.B1.S1.A2 A269985	Transportation for extended day services	Lamerson, Kelly	10/3/2016	Student participation	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. If we create a supportive environment through extending the school day and utilizing school-wide positive support on campus, then ELA proficiency will increase by 3% (from 44% to 47%) and math proficiency will increase by 3% (from 44% to 47%) in FY17.

G1.B3 In recent years, students have historically had standardized tests in reading that do not involve writing.

G1.B3.S1 Provide Academic Coaching which will focus on the CORE SIX strategies. The focus of the LLT PLC will be CORE SIX study.

PD Opportunity 1

Reading Coach will work with teachers to build instructional capacity in reading strategies across all content areas.

Facilitator

Tina De La Fe /Julie Williams

Participants

Faculty

Schedule

Every 2 Months, from 8/15/2016 to 6/2/2017

G1.B4 Student lack solid math foundation.

G1.B4.S1 Math Coach will work with teacher to build capacity in math instruction.

PD Opportunity 1

Math Coach will analyze individual teacher data and provide guidance to math instructors.

Facilitator

Nicole Julien

Participants

Math Department

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G2. Increase academic achievement to meet the new Florida Standards by improving the performance of our lowest performing quartile on the FSA ELA Assessment.

G2.B1 Student apathy

G2.B1.S1 Provide differentiated instruction

PD Opportunity 1

Targeted Instruction (Intensive Reading & Intensive Math Teacher)

Facilitator

Academic Coaches

Participants

Instructional staff and students

Schedule

Monthly, from 8/15/2016 to 6/30/2017

G2.B3 Scheduling, state-wide changes in assessment

G2.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 8/15/2016 to 6/2/2017

G2.B5 Lack of classroom/home based resources

G2.B5.S1 Provide teachers, school counselors and staff opportunities to increase their professional knowledge base through Professional Learning Communities (PLC's).

PD Opportunity 1

Professional Development via Professional Learning Communities (PLC's)

Facilitator

Julie Williams, Kelly Lamerson & Debbie Cooke (Consultant)

Participants

Faculty and Support Staff

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G3. Enhance the learning-supportive environment throughout the SouthTech community--both at school and at home--to increase SouthTech Academy's graduation rate from 96% to 100%.

G3.B2 Parents are limited in their access to technology.

G3.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

Semiannually, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

G2. Increase academic achievement to meet the new Florida Standards by improving the performance of our lowest performing quartile on the FSA ELA Assessment.

G2.B1 Student apathy

G2.B1.S1 Provide differentiated instruction

TA Opportunity 1

Provide access to online resources

Facilitator

Academic Coaches

Participants

Instructional Staff

Schedule

Annually, from 8/15/2016 to 6/2/2017

VII. Budget

Budget Data

1	G1.B3.S1.A1	**Reading Coach will work with teachers to build instructional capacity in reading strategies across all content areas.**				**$50,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1571 - South Tech Academy	Title I Part A	1.0	$50,000.00
			Notes: Reading Coach Salary and Benefits- Tina De La Fe			
2	G1.B3.S1.A2	**Provide necessary supplies and resources needed to implement reading programs.**				**$9,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6200	610-Library Books	1571 - South Tech Academy	Title I Part A		$9,500.00
			Notes: Media Center upgrade to provide current high interest books, journals, industry related periodicals and eBook subscriptions for students to access			
3	G1.B4.S1.A1	**Math Coach will analyze individual teacher data and provide guidance to math instructors.**				**$50,000.00**

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1571 - South Tech Academy	Title I Part A	1.0	$50,000.00
			Notes: Math Coach Salary & Benefits- Nicole Julien			
4	**G2.B1.S1.A1**	**Provide access to online resources**				**$13,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	1571 - South Tech Academy	Title I Part A		$13,500.00
			Notes: Achieve 3000 and Study Island			
5	**G2.B1.S1.A2**	**Transportation for extended day services**				**$9,900.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1571 - South Tech Academy	Title I Part A		$9,900.00
			Notes: Transportation for extended day opportunities			
6	**G2.B1.S1.A3**	**Purchase interactive software**				**$0.00**
7	**G2.B1.S1.A4**	**Purchase instructional materials**				**$12,212.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1571 - South Tech Academy	Title I Part A		$12,212.00
			Notes: Classroom Libraries, Various Supplies, Consumables- Student Planners, Headphones & Classroom Manipulatives.			
8	**G2.B1.S1.A5**	**Provide before school and after school tutoring**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1571 - South Tech Academy	Title I Part A		$15,000.00
			Notes: Part time in system salary @ $25.00/hour			
9	**G2.B1.S1.A6**	**Targeted Instruction (Intensive Reading & Intensive Math Teacher)**				**$90,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1571 - South Tech Academy	Title I Part A	2.0	$90,000.00
			Notes: Intensive Reading and Intensive Math Teachers Salaries & Benefits, PD Supplies, ink, paper, etc. (David Sikorski (Reading) Kareen Reid (Math)			
10	**G2.B1.S1.A7**	**Americorps Teachers will be providing pull-out and push-in Tutorials during the school day**				**$12,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	300-Purchased Services	1571 - South Tech Academy			$12,000.00

Budget Data

			Notes: Contract for Americorps Teachers Salaries			
11	G2.B2.S1.A1	The IT Department will order and set up a mobile computer station that can be utilized by classroom teachers.				$28,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6500	640-Furniture, Fixtures and Equipment	1571 - South Tech Academy			$28,000.00
			Notes: Laptops & Carts will be purchased			
12	G2.B3.S1.A1	Provide instructional staff with training on the Florida Standards				$4,546.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1571 - South Tech Academy			$4,546.00
			Notes: Professional Development (Reading Conferences-Tina De La Fe)			
13	G2.B5.S1.A1	Professional Development via Professional Learning Communities (PLC's)				$4,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1571 - South Tech Academy			$4,950.00
			Notes: Professional Development Supplies (Chart Paper, Markers, Pens, Post-it Notes, Binders,etc.), Harry Wong Books (New Teachers)			
14	G3.B1.S1.A1	SISC Meetings, Title I Annual Meeting, Fall/Spring Parent Trainings; Parent Liaison				$17,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	1571 - South Tech Academy		0.25	$17,500.00
			Notes: Parent Liaison (part time) salary and benefits- Erin Kurtz Parent training supplies: food, paper, ink, pens, agenda planners for all students			
15	G3.B1.S2.A1	Notice of participation opportunities will be given through school website.				$0.00
16	G3.B2.S1.A1	Attendance Incentives				$0.00
17	G3.B2.S1.A2	Parent Involvement Training				$0.00
18	G3.B3.S1.A1	Written communication				$0.00
19	G3.B3.S2.A1	Schedule translators and language facilitators				$0.00
					Total:	$317,108.00