The School District of Palm Beach County

South Tech Academy

2020-21 Schoolwide Improvement Plan

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South Tech Academy

6161 W. WOOLBRIGHT ROAD, Boynton Beach, FL 33437

www.southtechacademy.com

Demographics

Principal: Eileen Turenne

Start Date for this Principal: 7/17/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: A (64%) 2017-18: A (64%) 2016-17: B (61%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

SouthTech Academy has a legacy of service and a history of success. As an Area Vocational/ Technical Center a reputation was established within the community. 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, parents, and other stakeholders 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 SouthTech's product assures the organization that significance as a national model is both realistic and attainable. The goal of SouthTech Academy is to convert the possibility of national educational significance into reality. The key to achievement of the goal is excellence. The vision focuses on production of educational excellence that justifies and deserves national acclaim. Leadership seeks to enable the existing dedication and high levels of available support to attain optimum results. At the high school level, optimum results develop students prepared for work, higher education, and productive citizenship.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Sonara, Jacqueline	Instructional Coach	Jacqueline Sonara is the instructional leader for the EnglishLanguage Arts Department. She provides diverse instructional initiatives to her department based upon student data and manages the on-campus tutorial efforts for the English/ Reading departments. In addition, she is the leader for the AmeriCorps tutoring program on campus.
Julien, Nicole	Instructional Coach	Nicole Julien serves as an instructional leader for the math department, spearheading on-campus tutorial efforts and data-driven instructional initiatives.
Turenne, Eileen	Principal	As principal, Eileen Turenne oversees all of the operations of South Tech Academy including MTSS and SIP implementation on a school-wide scale. She also provides support to the instructional coaches and assistant principals as needed while revising policies and procedures as needed and assessing teaching methods.
Wigelsworth, Joshua	Assistant Principal	Joshua Wigelsworth coordinates the SIP and communicates its goals to the instructional staff. In addition, he is the head of all career academies at South Tech, working towards the goal of every student graduating with an advanced certification.
Yearwood, Mary	Teacher, ESE	As the ESE coordinator, Mary Yearwood is responsible for tracking support for ESE students, ensuring all of their accommodations are met. She holds meetings with every student and parent to ensure each child's success regardless of their circumstances.
Mendenhall, Nicole	Teacher, K-12	Nicole Mendenhall is in charge of mentoring and training teachers new to the profession and new to South Tech Schools. She is ensures a nurturing, welcoming, and supportive environment that will result in excellent retention rates for teachers.
Salas, Roman	Assistant Principal	Roman Salas tracks student disciplinary referrals, develops monthly meeting agendas, and implements the School Wide Positive Behavior Support (SwPBS) Program. In addition, he is responsible for coordinating and communicating information regarding the Response to Intervention/School-Based Team and oversees the ESE Department.
Kozak, Steve	Other	Steve Kozak is the interim executive director of SouthTech schools. He serves as a liaison between South Tech students and the community our school supports. He creates a positive

Name	Title	Job Duties and Responsibilities
		culture for students, employees, and parents,improves school leadership, and creates the long-term plans for the success of South Tech students and the school itself. In addition, he works with business and community leaders to bring the best opportunities to South Tech students. In addition, he manages the social media marketing campaign, highlighting the great things happening at South Tech.
Markevich, Kristen	Other	As the Assessment and Compliance Specialist,Kristen Markevich acts as the testing manager, grant administrator, and ensures compliance with all district, state, and national policies.
Kurtz, Erin	Assistant Principal	Erin Kurtz oversees academic teachers, ensuring that the SIP is implemented and students are challenged with a rigorous curriculum in all of their courses. In addition, she monitors student achievement and tracks the graduation status of every student, ensuring the highest graduation rate possible.

Demographic Information

Principal start date

Tuesday 7/17/2018, Eileen Turenne

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

54

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

68

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes

2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (64%) 2017-18: A (64%) 2016-17: B (61%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/27/2020

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	57%	56%	45%	57%	56%
ELA Learning Gains	49%	51%	51%	46%	53%	53%
ELA Lowest 25th Percentile	43%	43%	42%	37%	46%	44%
Math Achievement	57%	54%	51%	64%	54%	51%
Math Learning Gains	54%	45%	48%	52%	47%	48%
Math Lowest 25th Percentile	53%	43%	45%	49%	43%	45%
Science Achievement	77%	73%	68%	80%	72%	67%
Social Studies Achievement	69%	74%	73%	75%	73%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	46%	56%	-10%	55%	-9%
	2018	42%	56%	-14%	53%	-11%
Same Grade Comparison		4%				
Cohort Comparison						
10	2019	45%	54%	-9%	53%	-8%
	2018	48%	55%	-7%	53%	-5%
Same Grade Comparison		-3%				
Cohort Comparison		3%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019	61%	69%	-8%	67%	-6%
2018	64%	67%	-3%	65%	-1%
Compare		-3%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	70%	69%	1%	70%	0%
2018	81%	68%	13%	68%	13%
Compare		-11%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	51%	64%	-13%	61%	-10%
2018	60%	62%	-2%	62%	-2%
Compare		-9%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	59%	60%	-1%	57%	2%
2018	64%	57%	7%	56%	8%
Compare		-5%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	20	35	38	39	50	52	49	45		100	86
ELL	26	39	40	49	52	54	67	62		96	100
BLK	48	51	41	57	54	43	73	68		99	93
HSP	40	45	42	54	57	58	79	73		98	97
MUL	80										
WHT	54	56	50	65	39		83	50		89	100
FRL	44	49	44	55	54	54	75	68		98	96

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	15	24	21	35	36	23	60	73		96	86
ELL	14	33	36	43	36	45	50			86	100
BLK	44	46	34	63	52	46	79	81		96	100
HSP	44	46	43	62	53	56	81	66		93	94
WHT	40	40	37	78	49		77	85		90	100
FRL	44	45	37	63	52	48	78	74		93	97

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	694
Total Components for the Federal Index	11
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	80

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest performing component is ELA with 43% in learning gains in the lowest 25%. Although this is a 6% increase for the prior year, this is a trend as ELA seems to perform the lowest compared to other accountability areas.

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

Math overall achievement showed the greatest decline from the prior year; it dropped by 7%. The greatest contributing factor was staff turnover.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The greatest performance gap compared to the state average was found in ELA achievement. ELA achievement was 10% lower than the state. The South Tech Academy ELL population increased, which contributed to the achievement rate. Trends show the state outperforming SouthTech Academy, but the gap is diminishing annually.

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

Although it was our weakest component, ELA learning gains in the Lowest 25% increased by 6%. This improvement can be attributed to more accurate methods being used to identify the lowest 25%, which enabled South Tech to target these students specifically with tutoring programs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

17% of our students scored a level 1 on statewide assessments, while 25% of students failed their ELA or Math course.

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

1. ELA Learning Gains
2. Strengthening Math Achievement
3. Acceleration/Industry Certification
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Although our math achievement rate is above the state, it dropped 7% from the previous year.
Measureable Outcome:	By June 2021, SouthTech Academy students will increase their proficiency rating in grades 9 and 10 by at least 5% as measured by the Algebra and Geometry EOCs.
Person responsible for monitoring outcome:	Erin Kurtz (erin.kurtz@palmbeachschools.org)
Evidence-based Strategy:	Using data based on test scores and class performance, the low 25% and bubble students will be specifically designated and targeted for tutorial programs, particularly for remediation in the fall, and in-class support.
Rationale for Evidence-based Strategy:	These students constitute two categories: those that have the furthest way to go to obtain proficiency and those that are right on the bubble to being proficient. By concentrating on these two groups specifically for tutoring we will help close the achievement gap and increase learning gains among the low 25%. In addition, we will help the "bubble" students achieve proficiency while showing learning gains. The strategies used for these groups will help achievement across the board, as all students' data will be tracked and differentiated instruction will be used.

Action Steps to Implement

1. Virtual, small group tutorials with the math coach and math team leaders
2. Common monthly assessments through USA Test Prep and Math XL
3. Data Analysis, Data Chats & Progress Monitoring conducted by teachers/data driven instruction
4. Common planning by subject area team with instructional coach

Person Responsible	Nicole Julien (nicole.julien@pbcharterschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	For the school year of 2018-2019, ELA achievement was 10% below the state, and 11% below the district. As a school, we feel that we can improve in this area, graduating students who can read, write, and think critically. Although we were much closer to the state in learning gains at only 2% below, we hope to strengthen this area as well.
Measureable Outcome:	By June 2021, SouthTech Academy students will increase their proficiency rating in grades 9 and 10 ELA by at least 3% as measured by the FSA.
Person responsible for monitoring outcome:	Erin Kurtz (erin.kurtz@pbcharterschools.org)
Evidence-based Strategy:	Using data based on the previous years' test scores, the low 25% and bubble students will be specifically designated and targeted for tutorial programs and in-class support.
Rationale for Evidence-based Strategy:	These students constitute two categories: those that have the furthest way to go to obtain proficiency and those that are right on the bubble to being proficient. By concentrating on these two groups specifically we will help close the achievement gap and increase learning gains among the low 25%. In addition, we will help the "bubble" students achieve proficiency while showing learning gains.

Action Steps to Implement

1. Students will use Reading Plus for reading support at home
2. Students will be targeted for small group, after school tutorials
3. AmeriCorps volunteers will work with students in small groups using push-ins and pull-outs
4. Data will be analyzed in department meetings to target areas of weakness.
5. We will retain/recruit highly-effective instructors focused on student achievement.

Person Responsible	Jacqueline Sonara (jacqueline.sonara@pbcharterschools.org)

#3. DJJ Components specifically relating to Industry Certifications	
Area of Focus Description and Rationale:	In order to produce career ready, productive citizens, our seniors need to leave SouthTech with a career ready skill that makes them competitive in the workforce.
Measureable Outcome:	The number of industry certifications/licenses awarded to SouthTech students will increase by 3%.
Person responsible for monitoring outcome:	Joshua Wigelsworth (joshua.wigelsworth@pbcharterschools.org)
Evidence-based Strategy:	Students in need of an industry certification, particularly seniors, will be identified and put on a path to achieve certification. Industry certifications will be tracked to monitor the achievement of the goal.
Rationale for Evidence-based Strategy:	Although our college & career acceleration rate is high, we strive to be at 100%. We need to target the students with disabilities population, along with our minority student and economically disadvantaged students to achieve this goal. As CTE instructors fine-tune their curriculum and our certifications are tracked, the certification rate will increase.

Action Steps to Implement

1. Teachers will immerse students in rigorous tasks to best prepare them for the CTE curriculum and industry certification exams
2. Career and technical students will have access to practice exams prior to taking exams
3. Academy instructors will base instruction based on the data from previous career and technical skills assessments.

Person Responsible	Joshua Wigelsworth (joshua.wigelsworth@pbcharterschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Teachers across all disciplines will use data to drive instruction. Teachers will engage in data chats with students, provide rigorous material that makes students think critically and problem solve. These skills will be used not only on upcoming exams, but throughout their academic and non-academic lives. Differentiated instruction will increase student engagement, which will increase student engagement as will teaching with love and compassion during the first weeks of virtual school. These activities will help not only or SWD and ELL populations, but all students increase performance in their coursework and statewide exams, enabling our continued success in the science and history exams.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The School-Based Team meets monthly to discuss students with barriers to academic and social success, and mentors are assigned to students with identified issues.
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, and students are connected to cooperating agencies.

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.

SouthTech has implemented Motivational Monday which will support social-emotional needs of all students. Each Monday, every teacher participates in a school-wide lesson during which each teacher engages students in a meaningful discussion after watching a positive news story. The end goal is to fulfill our mission statement of graduating productive citizens.

In addition to the other social-emotional support programs, all academy classes are participating in MyFloridaWorks, a program which helps students develop soft, workforce skills as well as a better understanding of being a productive and positive member of the community and the workforce.

Parent Family and Engagement Plan (PFEP) Link

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