

The School District of Palm Beach County

# SouthTech Academy



## 2022-23 Schoolwide Improvement Plan

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# SouthTech Academy

6161 W. Woolbright Rd, Boynton Beach, FL 33437

[www.southtechschools.org](http://www.southtechschools.org)

## Demographics

**Principal: Eileen Turenne**

**Start Date: 07.17.2018**

School Type and Grades Served	High School, 9-12
Primary Service Type	K-12 General Education
2020-21 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate	87%
School Grades History	2021-2022: B (59%) 2020-2021: A (retained grade from SY19) 2019-2020: A (retained grade from SY19) 2018-2019: A (64%) 2017-2018: A (64%) 2016-2017: B (61%)
Number of Teachers Rated Highly Effective	61
Number of Teachers Rated Effective	7
Number of Teacher Positions Allocated to the School	69
Number of Students Enrolled	1,198

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by the 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 August 29, 2022.

## School Mission

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

## School's History & 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 1, 2004. SouthTech Academy became the new name effective July 1, 2005. At today's SouthTech Academy, the Career Academy concept has been retained and will continue to expand into additional high wage/high demand areas in the future. In addition, continual emphasis will be placed on increasing academic excellence while providing state-of-the-art career education.

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 and support that exists among all stakeholders along with 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

Name	Title	Job Duties and Responsibilities
Carla Lovett	Executive Director	Carla Lovett administers the budget, creates a positive culture for students, employees and families, improves school leadership, and creates the long-term plans for the success of SouthTech students and the school itself. She strives to create positive relationships between SouthTech and the community it supports, working with business and community leaders to bring the best opportunities to SouthTech students.
Eileen Turenne	Principal	Eileen Turenne oversees all of the operations of SouthTech Academy including 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.
Erin Kurtz	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. She monitors student achievement and tracks the graduation status of every student, ensuring the highest graduation rate possible. She is also the ESP leader, ensuring a nurturing and supportive environment for our new teachers.
Joey Franco	Assistant Principal	Joey Franco tracks student disciplinary referrals and implements the Positive Behavior Interventions & Supports (PBIS) Program. In addition, she is responsible for coordinating and communicating information regarding the Response to Intervention and oversees the ESE department.
Joshua Wigelsworth	CTE Director	Joshua Wigelsworth is the head of all career academies at SouthTech. He works with community partners to offer on-the-job opportunities for our students and works with SouthTech instructors towards the goal of every student graduating with an advanced certification.
Kristen Markevich	Assessment & Compliance Specialist	Kristen Markevich acts as the testing manager, federal grant administrator, and ensures compliance with all district, state and national policies.
Jonelle Breault	Math Coach	Jonelle Breault serves as an instructional leader for the math department, spearheading on-campus tutorial efforts and data-driven instructional initiatives.
Nikki Cunningham	Literacy Coach	Nikki Cunningham is the instructional leader for the ELA Department. She provides diverse instructional initiatives to her department based upon student data and manages the on-campus tutorial efforts, including the AmeriCorps tutoring program on campus.
Henry Arendse	ESE Coordinator	Henry Arendse is responsible for tracking support for all students with IEPs to ensure all accommodations are met and ensures IEPs are up-to-date. His team meets with every student and parent to ensure each child is successful regardless of their circumstances.
Leah Moore	504 Coordinator	Leah Moore is responsible for ensuring all 504s are up-to-date and accommodations are met. Her team meets with every student and parent to their plan gives them the best opportunity to succeed.

## School Data

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
<b>ELA Achievement</b>	52%	56%	53%	37%	54%	50%	46%	57%	56%
<b>ELA Learning Gains</b>	58%	56%	53%	35%	50%	49%	49%	51%	51%
<b>ELA Lowest 25%</b>	43%	42%	41%	26%	35%	36%	43%	43%	42%
<b>Math Achievement</b>	37%	54%	53%	31%	47%	35%	57%	54%	51%
<b>Math Learning Gains</b>	47%	61%	58%	28%	34%	39%	54%	45%	48%
<b>Math Lowest 25%</b>	41%	51%	49%	23%	25%	33%	53%	43%	45%
<b>Science Achievement</b>	67%	53%	53%	47%	64%	62%	77%	69%	67%
<b>Social Studies Achievement</b>	54%	69%	69%	55%	62%	63%	69%	71%	70%
<b>Graduation Rate</b>	97%	91%	90%	96%	90%	90%	98%	87%	87%
<b>Acceleration Rate</b>	96%	72%	63%	91%	71%	63%	96%	72%	63%

Sub Group Data	2022			2021			2019		
	SWD	ELL	FRL	SWD	ELL	FRL	SWD	ELL	FRL
<b>ELA Achievement</b>	27%	33%	51%	10%	19%	43%	20%	26%	44%
<b>ELA Learning Gains</b>	51%	51%	57%	21%	29%	35%	35%	39%	49%
<b>ELA Lowest 25%</b>	45%	43%	42%	25%	24%	26%	38%	40%	44%
<b>Math Achievement</b>	17%	28%	34%	13%	28%	30%	39%	49%	55%
<b>Math Learning Gains</b>	34%	46%	44%	24%	28%	27%	50%	52%	54%
<b>Math Lowest 25%</b>	44%	57%	39%	22%	36%	24%	52%	54%	54%
<b>Science Achievement</b>	39%	65%	67%	17%	39%	46%	49%	67%	75%
<b>Social Studies Achievement</b>	12%	47%	52%	33%	28%	53%	45%	62%	68%
<b>Graduation Rate</b>	95%	100%	97%	97%	100%	96%	100%	96%	98%
<b>Acceleration Rate</b>	94%	92%	96%	82%	92%	91%	86%	100%	96%

## Data Reflection

2021-2022 proved to be a year of recovering learning loss for SouthTech Academy. During the first block quarter of 2020-2021, 100% of students were engaged in virtual instruction due to COVID-19 protocols. When students were allowed back onto campuses (parental choice) at the end of September, less than 20% of our families chose to return to school. This number slowly climbed throughout the school year, but only 50% of our students returned to brick and mortar school by the end of the 2020-2021 school year. The challenges faced during the school year were reflected in the school-wide data in all academic subjects and there was plenty of room for growth in 2022.

SouthTech Academy's data showed tremendous growth in 2022. Gains were made across nine of the ten school grade components from SY21 to SY22. In addition, the ELL & Economically Disadvantaged student subgroups made gains across all ten school grade components while SWDs made gains in eight of the ten school grade components. SouthTech Academy students also outperformed both the district and the state in ELA Learning Gains, Science Achievement, Graduation Rate and Acceleration.

## Planning for Improvement

SouthTech Academy earned 592 possible points in the 2021-2022 school year; our goal is to earn at least 620 points (the minimum need for an A) for the 2021-2022 school year. In order to meet this mark, we must earn 28 more points across the ten areas of the school grade component. The 2022 goals are:

School Grade Component	Goal 2022	Earned 2022	Goal 2023
<b>ELA Achievement</b>	55%	52%	55%
<b>ELA Learning Gains</b>	58%	58%	50%
<b>ELA Lowest 25% Learning Gains</b>	50%	43%	45%
<b>Math Achievement</b>	45%	37%	50%
<b>Math Learning Gains</b>	50%	47%	50%
<b>Math Lowest 25% Learning Gains</b>	43%	41%	50%
<b>Science Achievement</b>	75%	67%	75%
<b>Social Studies Achievement</b>	65%	54%	60%
<b>Graduation Rate</b>	97%	97%	96%
<b>Acceleration Rate</b>	96%	96%	100%

If SouthTech hits all of these goals, we will earn 631 points. In order to achieve these goals, a number of action steps are occurring:

- Data chats with all students to review their test scores, strengths, and weaknesses
- Progress monitoring via Math XL, IXL and Cambium
- Targeted-after school, Saturday and Summer tutoring for the low 25% and “bubble” students
- Math push-ins and pull-outs to provide small group tutorials/support
- ELA pull-outs to provide small group tutorials/support during the school day
- Department based PLCs for data-driven planning and to target areas of weaknesses
- Recruiting highly-effective instructors, particularly in the Math department

## Positive Culture & Environment

The PBIS (Positive Behavioral Interventions and Supports) team meets monthly to discuss ways to:

- Increase academic performance/participation
- Improve social emotional competence
- Reduce discipline
- Decrease rates of bullying
- Increase student attendance/decrease unexcused tardies
- Improve overall school organization health and school climate

For students that have been identified as having barriers to academic and/or social success, the SBT (school-based team) will assign mentors to students who provide positive adult interactions and feedback throughout the school day. Other interventions provided to these students include, but are not limited to, classroom guidance, small group counseling and individual counseling/referrals to community resources. Along with the SBT, a comprehensive guidance department has been developed and implemented with dedicated time to:

- Assess the needs of students and the barriers blocking their success
- Identify interventions that research suggests to remove the barrier to success
- Evaluate and evolve the interventions if necessary

SouthTech schools builds a positive school culture through a variety of initiatives and organizations. Students are involved in various clubs such as Hope Ambassadors, and GSA to ensure a bully-free, inclusive culture. SGA and DECA offer many extra-curricular and community service activities to build relationships and foster congeniality amongst students. In addition, a variety of other clubs (drama, writing, gaming, Rugby, Volleyball, etc.) are offered for students to explore their interests and meet like-minded individuals. Furthermore, the popular, school-wide Bulldog Bitcoin initiative allows all staff to immediately reward students for positive behavior witnessed.

## PFEP

The school completes a Parent-Family Engagement Plan which is available on the school website.