

The School District of Palm Beach County

South Area Secondary Intensive Transition Program



2015-16 School Improvement Plan

South Area Secondary Intensive Transition Program

1509 BARTON RD, Lake Worth, FL 33460

http://www.edline.net/pages/intensive_transition_south

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	95%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2007-08
Grade	F

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	0

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, B or C 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To empower diverse young adults with critical academic and behavioral skills necessary to be responsible citizens, academic achievers, and self-initiating life learners. We are committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

South Intensive Transition School will provide all students with the opportunity for a successful learning experience in a safe environment where instructional methods are tailored to meet the unique needs of our diverse population in order to enable them to become productive and socially responsible citizens. We envision a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

Our school encourages a Single School Culture and appreciation for multicultural diversity, Academics, Behavior, and Climate contribute to Single School Culture. It is our school's belief system that establishing and sustaining a school environment free of harassment, bullying, and discrimination have a profound impact on student achievement, behavior, and reflects the school community's culture. We believe that practices based on patterns of student, parent, and school personnel experiences within the school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

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

We encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.

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

We will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;

- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-

school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

- Provide 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;

All students are searched and pat down each morning to ensure that no weapons or drugs on campus. They are escorted everywhere on campus to provide a safe environment. They have mentors (safe persons) they can go to when they need to discuss any issues they may be having. Students are respected and treated fairly at all times. Our school creates a very safe environment for students and staff, morning, during, and after school.

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

Our school follows the F.A.B Behavioral Matrix. FAB stands for following directions, avoiding aggression, and being respectful. We have the matrix broken down into various categories of how students can follow the matrix every single place on campus. We will

- Ensure teachers are trained in Classroom management strategies and Single School Culture (CHAMPS, etc.)
- Ensure differentiation of instruction is taking place to meet the needs of all students.
- Make references to behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

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

Operational school based team that meets to discuss students with barriers to academic and social success.

Our school has a mentoring program where each student has a mentor as a go to person to discuss any issues academic, family, social, behavior, etc. We also have a family counselor who comes to provide services to our students twice a week.

Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	14	19	22	14	10	3	11	93
One or more suspensions	17	25	28	14	10	4	8	106
Course failure in ELA or Math	14	22	28	12	10	2	8	96
Level 1 on statewide assessment	0	0	0	0	0	0	0	

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	17	24	28	15	11	3	11	109

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

- Read 180, Reading Plus, Algebra Nation, Khan Academy, Jumpstart
- Planned Discussions, Goal Setting and Frequent Monitoring for identified students
- Notification procedures for parents, agency and community outreach
- Mentoring program for all students

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

South Intensive Transition is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

South Intensive agrees to do the following in order to strive for parental involvement:

1. South Intensive will work closely with parents, students, and staff to create a school-parent compact. Every student's family will receive a written copy of this compact to sign.
2. Surveys, parent involvement meetings, face-to-face communications, email and website feedback will give parents the opportunity to help the school make decisions about the spending of Parent Involvement funds, the creation of the Parent Involvement Plan which will be distributed to all families in the fall and to new families as they enroll, and the review of the school-wide Title I program.
3. South Intensive will hold an annual Title I orientation meeting to inform parents of Title I

programs, requirements, ways the school will provide for parent involvement, and parents rights. This meeting will include school wide test results and notification of teacher and paraprofessional qualifications.

4. South Intensive will host parent involvement trainings and workshops to provide resources, guest speakers, and materials on subjects like parenting, and literacy at home.

5. Conferences will help parents understand the academic content standards and help parents

Palm Beach - 3046 - South Area Secondary Intensive Transition - FDOE SIP 2013-14
Page 20 of 78 <https://www.flisiponline.com> Last Modified: 10/30/2013 educate their students at home and improve achievement. Continued communication between

parents and staff will help students' work at home become more independent and purposeful.

6. South Intensive will give information in a format and language that parents can understand by providing Spanish and Creoles translations of newsletters, district policies and procedures, conference information, and important school/home information. Additionally, we have Spanish and Creoles interpreters and translators at school and during school events.

7. Parents will be invited to Open House/Curriculum Night workshops and classroom observations and be made aware of diverse volunteering opportunities.

8. A Parent University (Parent Resource Center) with learning materials and supplies will be available for

checkout to parents.

9. Teachers and parents will meet at least once per year, at convenient times for both parties, for an individual conference to discuss the student's individual progress and test results and to suggest how to support the student's learning at school and at home.

10. Partnerships will be developed with community based organizations and businesses to provide support and programs for students and their families.

11. Additional assistance or accommodations will be provided by the School District of Palm Beach County.

Evaluation:

All agendas of parent meetings, sign in sheets, conference logs, SAC minutes reflecting parent participation and attendance, completion of the School-Parent Compact, completion of the Parental Involvement School Policy/Plan, and completion of the Parental Involvement section of the School Improvement Plan

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

South Intensive Transition School is committed to the goal of providing quality education for every child in this

district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

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3. South Intensive will hold an annual Title I orientation meeting to inform parents of Title I programs, requirements, ways the school will provide for parent involvement, and parents' rights. This meeting will include school wide test results and notification of teacher and paraprofessional

qualifications.

4. South Intensive will host parent involvement trainings and workshops to provide resources, guest speakers, and materials on subjects like parenting, and literacy at home.
5. Conferences will help parents understand the academic content standards and help parents educate their students at home and improve achievement. Continued communication between parents and staff will help students' work at home become more independent and purposeful.
6. South Intensive will give information in a format and language that parents can understand by providing Spanish and Creole translations of newsletters, district policies and procedures, conference information, and important school/home information. Additionally, we have Spanish and Creole translators at school and during school events.
7. Parents will be invited to Open House/Curriculum Night workshops and classroom observations and be made aware of diverse volunteering opportunities.
8. A Parent University (Parent Resource Center) with learning materials and supplies will be available for checkout to parents.
9. Teachers and parents will meet at least once per year, at convenient times for both parties, for an individual conference to discuss the student's individual progress and test results and to suggest how to support the student's learning at school and at home.
10. Partnerships will be developed with community based organizations and businesses to provide support and programs for students and their families.
11. Additional assistance or accommodations will be provided by the School District of Palm Beach County.

Evaluation: All agendas of parent meetings, sign in sheets, conference logs, SAC minutes reflecting parent participation and attendance, completion of the School-Parent Compact, completion of the Parental Involvement School Policy/Plan, and completion of the Parental Involvement section of the School Improvement Plan.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Jeudy, Reginald	Principal
Narinesingh, Terrence	Assistant Principal
Powell, Tanya	Teacher, ESE

Duties

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

The School Based Leadership team leader is responsible for the following:

1. Welcome all participants and providing an agenda to all SBT members.
2. Share with team members the importance of confidentiality and reading the Confidentiality Statement.
3. Require all team members sign the Attendance Form.
4. Conduct a brief orientation of the SBT process.
5. Present and discuss new cases.
6. Assign a team member to assist with the completion of the Tracking Form during the meeting.
7. Identify a Case Liaison for each student referral.

8. Ensure that the Student Action Plan is completed for each referral.
9. Select a case review date for each referral as appropriate.
10. Collect Attendance, Tracking Form, and Student Action Plans.
11. Announce date and time of next meeting.

Other members of the School-based Leadership Team are responsible for providing input regarding any learning, speech and language, behavioral, or any other school-based issues the student may have.

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

The role of the MTSS/RtI Team at South Intensive is to provide positive research-based interventions to help students succeed. The team will meet every Monday in order to review data which will include universal screenings, academic data, and behavior data. Based on this information, the team will identify areas where professional development is needed to strengthen the learning environment for all students. The team will track academic achievement of students as well as behavioral and attendance data. The team will then identify students who are not meeting the academic and/or behavioral targets. The identified student will then be referred to the School-wide Positive Behavior Support Tier 2 Team and/or the School-based Leadership Team to determine interventions needed to assist the student. An Intervention Plan will be developed for the student. The Intervention Plan will identify the student's specific areas of deficiencies and provide research based interventions to assist the student in meeting the academic/behavior issue(s) identified. Each student will be assigned a case liaison (a member of the School-based Leadership Team) to support the plan and the teacher implementing the plan. The case liaison will report back to the team.

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY16 School Improvement Plan. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

All students receive intensive reading and intensive math for 60 minutes a day (in addition to their core instruction). Additionally, students have the opportunity to attend the Title I Enrichment Lab every Monday-Thursday from 1:30 p.m. - 2:30 p.m. Class size is small (about 4-12 students) in order for all students to receive small group and individualized instruction.

Teacher support systems include, but are not limited to the following:

1. Preschool workshops and Professional Development Days
2. Faculty meetings
3. Department meetings
4. Grade Level meetings
5. Learning Team meetings
6. Literacy Leadership Team meetings
7. Truancy Team meetings
8. School Based Leadership Team meetings
9. School-wide Positive Behavior Support Team meetings
10. Tier 2 School-wide Positive Behavior Support Team meetings
11. Collegial Planning and Performance Matters Online Professional Development

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during LEARNING TEAM MEETINGS. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

Title I, Part A: Title 1 funds are being used at South Intensive in order to provide supplemental math

and reading tutorial services to students through our Title I Tutorial Program. All students can take advantage of the tutorial services Monday - Thursday from 1:30 p.m. - 2:30 p.m. Struggling students will have the opportunity to receive additional support in a small group setting in the areas of math and reading. Additionally, our Tutorial Program will be open on 12 different Saturdays from 8:30 a.m. - 12:30 p.m. and will be funded by a combination of the K-12 grant and Title I. At our annual faculty Title I Training, our staff is informed of the role of Title I in our school, its expectations and the use of funds. Title I funds are used to support professional development to the staff and programs for parents and families to increase learning and academics.

Title I, Part C- Migrant: District standardized curriculum provides consistence to transitory students. Students are provided meals at a free or reduced cost. Additionally, students and staff donate canned goods and other items tin order to provide supplemental support during breaks. The school also provides a clothing bank and school supplies to assist students and their families. Counseling services are available to provide assistance to families needing referrals for medical or additional support.

Title I, Part D: The District receives funds to provide support services. These services are coordinated with the District Dropout Prevention programs.

Title II: The District receives supplemental funds for improving basic education programs through the purchase of equipment for supplemental programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Additionally, the instructional staff will attend District Professional Development training on LAFS, MAFS, obtain support from area teams, and will receive stipends for summer trainings.

Title III: Services are provided through the district for educational materials and ELL support services to improve the education of English Language Learners. ELL resource teachers visit the campus in order to provide additional services to students based on their ELL needs. Our language facilitators are present to translate information and all materials are available in English, Spanish, and Haitian-Creole. Additionally, the Translation Team assisted the School-wide Positive Behavior Support Team with translating our behavior expectations (including the Behavior Matrix) in Spanish and Haitian-Creole.

Title X-Homeless: Area Attendance Specialists provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The guidance counselor meets with individual students for counseling, filling out free or reduced lunch applications and fee waivers.

Violence Prevention Programs: The school offers non-violence, anti-bullying and anti-drug programs to students that incorporate community service and counseling. The school participates in the District-wide implementation of Single School Culture as well as Appreciation for Multicultural Diversity.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
SAC Chair	Teacher
Reginald Jeudy	Principal
Ashton Landgraf	Business/Community
Peter Weseman	Teacher
Mark James	Teacher
Nicolas Costa	Student
Debbie Douglas	Education Support Employee
Damaris Torres	Education Support Employee
Austin Smith	Student
Erlens Louicius	Student
Katie Rodrigues	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council reviewed the School Improvement Plan from last year and collaborated on things we wanted to see change for improvement of our school for this year.

Development of this school improvement plan

The members of the School Advisory Council (SAC) will work to improve the areas most important to South Intensive. They will also decide how to measure the results of the strategies they plan to implement.

The members of the SAC will be responsible for creating the School Improvement Plan (SIP), which addresses issues relative to budget, training, instructional materials, technology, staffing, student support services, school safety, discipline strategies, student health and fitness, indoor environmental air quality, and matters of resource allocation.

The SAC will be involved in the development of the SIP by doing the following:

- Identify and evaluate possible solutions and develop strategies—specific “how-to” steps—to accomplish the needed improvement;
- Assess the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data;
- Arrange the school’s needs in priority order;
- Indicate problems and barriers that underlie the needed improvements and their causes
- Establish what will be done, when it will be done, by whom, and what resources are needed;
- Specify precisely what results (outcomes) the SAC expects to achieve and how they will be measured;
- Determine which indicators of success will serve as “adequate progress” for strategies in the plan;
- Decide how success will be measured.

Preparation of the school's annual budget and plan

Principal reviews the school's annual budget at the first SAC meeting and the School Advisory Council discusses how the school budget will be spent in order to meet academic and behavioral targets.

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

*School improvement funds will be allocated to instructional material and supplies to enhance academic achievement, up-to-date school library materials, materials for the Parent University, and advanced technology equipment.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Powell, Tanya	Teacher, K-12
Narinesingh, Terrence	Assistant Principal
Major, Jacqueline	Teacher, K-12
Jeudy, Reginald	Principal

Duties

Describe how the LLT promotes literacy within the school

Initiative #1: The Literacy Leadership Team will implement a Drop Everything and Read (D.E.A.R.) initiative. Every student and staff member on the campus will be required to read for 20 minutes per day. Additionally, they will have to respond to what they read by writing in their journal for 5 minutes.
Initiative #2: Students will be required to read utilize technology in reading intervention such as Read 180 or Reading Plus.
Initiative #3: Students will have the opportunity to use Nooks in their Language Arts classes in order to incorporate technology.

Public and Collaborative Teaching

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

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

Our strategies include teachers regularly engaging in professional dialogue with colleagues; sharing ideas, knowledge, and techniques; and participating in collaborative problem-solving around classroom issues. Teachers work together share knowledge and discover common solutions to challenging problems.

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

Our school will use the following strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school:

1. Attend Job Fairs when available: Administration
2. Advertise vacant positions through District web-based personnel system: Administration
3. Provide a mentor for each teacher new to the school and offer adequate support - Assistant Principal

4. Develop school safety plans and enforce discipline codes that establish and maintain order throughout the school building - Administration and School Safety Team
5. Implement effective classroom management strategies through the School-wide Positive Behavior Support Team in order to minimize student misbehavior: Administration and the SwPBS Team
6. Provide adequate time for team planning and collaboration so teachers have an opportunity to strengthen their expertise and promote a healthy and safe school climate: Administration and Department Heads
7. Provide ongoing Professional Development in order improve the job performance for all employees resulting in increased student achievement: Administration and the Professional Development Team
8. Require all teachers to worked towards receiving their Reading Endorsement and/or ELL Endorsement by taking the required online courses: Administration and the Professional Development Team.
9. Celebrating success during Faculty Meetings to build staff morale and enhance the school climate: Administration

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

Mr. Narinesingh will serve as a mentor for all teachers new to South Intensive and all beginning teachers. He will meet monthly with each mentee and provide them with adequate support so they can have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Mr. Narinesingh will frequently conduct classroom observations and will meet with the new teachers immediately following the observation in order to provide constructive feedback. He will provide new educators which the support they need in order to successfully complete the Education Support Program (ESP) and I-Teach.

Mrs. Powell-Wimbs will serve as a teacher mentor to a new teacher, Kimberly Julian. She has successfully completed Clinical Education Training and demonstrate knowledge of the Florida Educator Accomplished Practices. She will support new teachers by establishing a trusting and confidential relationship and will be responsible for sharing the culture and the climate of the school and any special rules and procedures. She will adhere to the Educator Support Program (ESP) timeline and complete informal observations of the new teacher and will also provide immediate, constructive feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers teach the standards that are provided on Blender and use the district approved instructional materials that are aligned with the Florida Standards.

Instructional Strategies

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

We look at school data and teachers utilize some of these strategies to provide differentiated instruction.

- 1) Create pre-tests to assess where individual students need to begin study of a given topic or unit.
- 2) Encourage thinking at various levels of Webb's Depth of Knowledge (DOK).

- 3) Use a variety of instructional delivery methods to address different learning styles.
- 4) Break assignments into smaller, more manageable parts that include structured directions for each part.
- 5) Choose broad instructional concepts and skills that lend themselves to understanding at various levels of complexity.
- 6) Provide access to a variety of materials which target different learning preferences and reading abilities.
- 7) Develop activities that target auditory, visual, and kinesthetic learners.
- 8) Establish stations for inquiry-based, independent learning activities.
- 9) Create activities that vary in level of complexity and degree of abstract thinking required.
- 10) Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.
- 11) Use a variety of assessment strategies, including performance-based and open-ended assessment.
- 12) Balance teacher-assigned and student-selected projects.
- 13) Offer students a choice of projects that reflect a variety of learning styles and interests.
- 14) Make assessment an ongoing, interactive process.

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: After School Program

Minutes added to school year: 8,500

Students have the opportunity to attend the Title I Enrichment Lab every Monday-Thursday from 1:30 p.m. - 2:30 p.m. (with the exception of LTM and PDD days).

Strategy Rationale

To give students extra help in all core academic areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Narinesingh, Terrence, terrence.narinesingh@palmbeachschools.org

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

Students will be given a pretest when they begin attending tutorial services in order to determine the areas they are struggling in. Teachers will provide the students with additional support in those areas in order to remediate. Students will be given mini-assessments through Performance Matters in order to track their progress in all subject areas. At the end of the year students will be given a post test in order to determine their overall growth.

Strategy: Extended School Day

Minutes added to school year: 8,500

Students will have the opportunity to remediate middle school courses they previously failed Monday-Thursday from 1:30 p.m. - 2:30 p.m. in the Compass Lab (with the exception of LTM and PDD days).

Strategy Rationale

To allow students the opportunity to remediate failed middle school courses.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Narinesingh, Terrence, terrence.narinesingh@palmbeachschools.org

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

Data will be collected based on if the student successfully completed the course and received a passing grade in a course they previously failed.

Strategy: Extended School Day

Minutes added to school year: 8,500

Students will have the opportunity to remediate high school credits Monday-Thursday from 1:30 p.m. - 2:30 p.m. in the Edgunity Lab (with the exception of LTM and PDD days).

Strategy Rationale

To allow students the opportunity to remediate failed high school courses.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Narinesingh, Terrence, terrence.narinesingh@palmbeachschools.org

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

Data will be collected based on if the student successfully completed the course and received high school credit.

Strategy: Extended School Day

Minutes added to school year: 8,500

Students will have the opportunity to complete courses through Florida Virtual School every Monday-Thursday from 1:30 p.m. - 2:30 p.m. (with the exception of LTM and PDD days). This will allow students to have the opportunity to fulfill their online graduation requirement, boost their GPA, make up a credit, or explore an interesting elective area not offered at our school.

Strategy Rationale

To allow students to complete online courses for graduation, GPA help, or take a class not offered at our school.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Narinesingh, Terrence, terrence.narinesingh@palmbeachschools.org

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

Data will be collected based on if the student successfully completed the course and received high school credit.

Student Transition and Readiness

PreK-12 Transition

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

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

Our school support students by giving them the necessary tools to prepare them to transition back to their comprehensive school campus and opportunities to attend College Fairs to gain knowledge about post secondary education.

College and Career Readiness

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

South Intensive will offer two college and career days in FY16, inviting workers from various vocations and different college representatives to give students options and ideas for career path choices.

The Guidance Counselor will have a individual conference with each student upon their arrival to South Intensive in order to discuss academic and career planning. The Guidance Counselor is available for all students to discuss career goals and choices.

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

Middle and high school students have the opportunity to take elective courses through Florida Virtual School that are of interest to them and can help prepare them for the future.

Teachers are required to submit lesson plans that include real world applications and connections. Students will be assessed on how they apply real world applications. They will also have the opportunity to participate in classroom simulations that increase their knowledge of the future and the real world. Students will practice consumer and household skills such as balancing a checkbook, participating in a job interview, dressing for success, paying bills, preparing a budget, etc.

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

Strategy #1: We will offer rigorous curriculum, courses, and assessments in order to improve college readiness.

If students receive rigorous, relevant, well-planned literacy, math, and science instruction carefully aligned to current standards, then South Intensive will meet performance goals for the 2015-2016 school year. We provide students with skills targeted to their specific needs. We offer courses such as personal, career, and social, and critical thinking. We have an annual Science Fair (STEM), and we are a 3rd year "Green School of Promise" and are striving to be a "Green School of Excellence."

Strategy #2: The Edgenuity Lab and the Florida Virtual School Lab will be open Monday-Thursday to all students from 1:30 p.m. - 2:30 p.m. This will give high school students the opportunity to earn the required credits they need in order to graduate and move on to postsecondary education.

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

Our teachers will teach to the Florida standards of to prepare students for college readiness. We take our high school students on a college tour of Palm Beach State College where they get the college experience and encourage them to pursue postsecondary education.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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.

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.

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 implement focused content and behavior-based intervention programs with fidelity from the identification and remediation of students through parent and teacher capacity building, then FY16 targets will be met.

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 implement focused content and behavior-based intervention programs with fidelity from the identification and remediation of students through parent and teacher capacity building, then FY16 targets will be met. **1a**

G070187

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	50.0
FSA English Language Arts - Achievement	60.0
Bio I EOC Pass	30.0
Students exhibiting two or more EWS indicators (Total)	5.0

Resources Available to Support the Goal **2**

- Teachers will utilize Performance Matters in order to assess students on specific benchmarks. Teachers will use assessment results in order to track student academic performance.
- Teachers will develop Instructional Focus Calendars for ELA and Mathematics classes based on the results of Diagnostics and Performance Matters assessments.
- Students will participate in Drop Everything and Read time and Intensive Reading classes to increase reading comprehension to support them while reading passages on the LAFS. Students will utilize Transmath to support them and Intensive Math classes to help increase mathematics skills.
- Students will utilize the Florida Collections HMH Textbook and Close Reading workbooks to gain skills and knowledge necessary to be successful on the LAFS. Students will utilize Math Connects, TransMath, Algebra One, Geometry, and College Readiness Math Books and workbooks.
- Students will complete the Palm Beach Performance Assessments to enhance writing skills in preparation for writing portion of the LAFS.

Targeted Barriers to Achieving the Goal **3**

- Students' prior exposure to higher order thinking is limited. Students are at varying levels of mastery. Majority of students are not on track to meet graduation requirements.
- The school's population is made up of students that have been unsuccessful in a traditional school setting (high social-emotional needs, behavior concerns, academically at risk).
- Teachers require content and pedagogy professional development to scaffold students to higher order thinking in respective courses.

Plan to Monitor Progress Toward G1. 8

Rigorous curriculum will be used in the classroom, a SwPBS system will be implemented, and student academic progress will be tracked.

Person Responsible

Terrence Narinesingh

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

There will be an increase in the percentage of students who will demonstrate proficiency on the LAFS and MAFS in FY16, when compared to prior year data.

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 implement focused content and behavior-based intervention programs with fidelity from the identification and remediation of students through parent and teacher capacity building, then FY16 targets will be met. **1**

 G070187

G1.B1 Students' prior exposure to higher order thinking is limited. Students are at varying levels of mastery. Majority of students are not on track to meet graduation requirements. **2**

 B182709

G1.B1.S1 Provide opportunities for students to experience engaging and challenging instruction, receive tiered support, participate in course recovery, and extend their learning time to ensure they meet grade level standards and make adequate progress toward graduation. **4**

 S194467

Strategy Rationale

Action Step 1 **5**

Math and ELA teachers teachers will utilize interactive technology resources effectively in order to challenge students and prepare students for success in AP, college, and beyond and use EDW reports to analyze student data for success.

Person Responsible

Jacqueline Major

Schedule

Monthly, from 9/1/2015 to 6/4/2016

Evidence of Completion

Evidence of student learning through interactive technology will be documented in teacher lesson plans.

Action Step 2 5

Students will attend a Palm Beach State College tour to learn about rigorous academic programs and will use higher level thinking skills to write a summary of their experience on a college campus. Students will also be exposed to real-world experiences such as field trips.

Person Responsible

Mark James

Schedule

On 3/25/2016

Evidence of Completion

Students will use higher level thinking skills to write a summary of their experience on a college campus and will be documented in teacher lesson plans.

Action Step 3 5

All students will have access to tutorial sessions which include English Language Arts/Reading, Mathematics and Science tutorials, Middle School Course Recovery and Edgenuity credit recovery.

Person Responsible

Allen James

Schedule

Daily, from 9/16/2015 to 5/25/2016

Evidence of Completion

Student sign-in sheets, lesson plans and tutor time sheets.

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

Department Instructional Leaders will monitor that interactive technology is being used effectively in Math and Language Arts classes in order to challenge students and transform traditional classrooms into engaging learning environments.

Person Responsible

Jacqueline Major

Schedule

Monthly, from 11/13/2015 to 6/4/2016

Evidence of Completion

Evidence will be documented meeting agendas and minutes.

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

Tutorial coordinator and administration will monitor tutorial, course recovery documentation to ensure identified students are being served and lessons are targeted to students' needs.

Person Responsible

Allen James

Schedule

Biweekly, from 9/7/2015 to 5/26/2016

Evidence of Completion

Evidence will be documented meeting agendas and minutes, feedback to teachers if required.

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

Students will be engaged in rigorous learning environments.

Person Responsible

Terrence Narinesingh

Schedule

On 6/4/2016

Evidence of Completion

Observations

G1.B2 The school's population is made up of students that have been unsuccessful in a traditional school setting (high social-emotional needs, behavior concerns, academically at risk). 2

 B182710

G1.B2.S1 South Intensive will support positive academic behaviors through SwPBS/FAB and comprehensive attendance program. 4

 S194468

Strategy Rationale

Decreasing Student Discipline and encouraging behaviors that support learning will assist in raising student achievement.

Action Step 1 5

South Intensive will implement a School-wide Positive Behavior Support (SwPBS) system in order to decrease student discipline incidents.

Person Responsible

Terrence Narinesingh

Schedule

Quarterly, from 9/1/2015 to 6/4/2016

Evidence of Completion

Evidence will be documented on meeting agendas and sign-in sheets, and reflected in student data.

Action Step 2 5

Students will follow the School-wide Positive Behavior Support universal guidelines (Follow directions, Avoid aggression, Be Respectful - FAB) in all areas of the school.

Person Responsible

Terrence Narinesingh

Schedule

Daily, from 8/18/2015 to 6/4/2016

Evidence of Completion

Student discipline incident data will decrease.

Action Step 3 5

Classroom teachers and BIAs will work together with parents to improve student attendance. Parents will be informed of the importance of regular school attendance and its connection to student achievement.

Person Responsible

Reginald Jeudy

Schedule

Biweekly, from 9/1/2015 to 6/4/2016

Evidence of Completion

Phone Call Logs, Letters home, Truancy Referrals and Agreements

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage positive behavior and discourage unwanted behavior.

Person Responsible

Terrence Narinesingh

Schedule

Monthly, from 8/11/2015 to 6/4/2016

Evidence of Completion

Evidence will be documented in SwPBS meeting agendas and minutes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The SwPBS Team will implement best practices for decreasing discipline issues on the campus in order to decrease student disciplinary action.

Person Responsible

Terrence Narinesingh

Schedule

Monthly, from 9/1/2015 to 6/4/2016

Evidence of Completion

Discipline reports retrieved from EDW will show a decrease in student discipline in FY16, when compared to FY15.

G1.B2.S2 Develop a parent engagement program that supports social, behavioral, and academic goals.

4

 S194469

Strategy Rationale

Involving parents will add an additional layer of support for students and school staff.

Action Step 1 5

Expand hours that parents can meet with teachers by scheduling conferences during school hours.

Person Responsible

Terrence Narinesingh

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Conference notes showing dates and times of meetings.

Action Step 2 5

Offer academic parent trainings to build capacity on the FSA and strategies to help their students at home.

Person Responsible

Terrence Narinesingh

Schedule

Every 2 Months, from 9/1/2015 to 5/31/2016

Evidence of Completion

Parent training invitations, agendas, sign-in sheets, handouts, and parent evaluations and debriefing notes with a staff reflection on the effectiveness of parent trainings.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Staff will be trained on effective communication with parents to build a collaborative approach to student achievement at school and at home. The Parent University will offer opportunities for parent training and resources to build parent capacity and provide strategies for students' at home to increase exposure to the rigor of the Florida Standards Assessments.

Person Responsible

Terrence Narinesingh

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Debriefing notes showing review of Agenda, sign in sheets, parent resources, Parent University folder on Edline.

G1.B3 Teachers require content and pedagogy professional development to scaffold students to higher order thinking in respective courses. 2

 B182711

G1.B3.S1 Provide professional development in content and pedagogy, particularly in scaffolding instruction to support varying student needs. 4

 S194470

Strategy Rationale

Providing both pedagogy and content PD will build teacher capacity to better support students and improve academic outcomes.

Action Step 1 5

Teachers will attend district-based on-site and off-site professional development and district conferences.

Person Responsible

Terrence Narinesingh

Schedule

Monthly, from 8/11/2015 to 6/5/2016

Evidence of Completion

TDEs, sign-in sheets, agendas, calendar invitations and follow-up activities.

Action Step 2 5

Teachers will be afforded time to plan together to develop lessons and share best practices to ensure consistent level of rigor and consistent implementation of instructional strategies.

Person Responsible

Terrence Narinesingh

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Planning agendas, sign-ins, work samples

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

Teachers will attend professional development trainings/workshops on the LAFS and MAFS.

Person Responsible

Terrence Narinesingh

Schedule

Monthly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Agendas, sign-in sheets, TDEs, data binder, observations.

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

Students will take Performance Matters Assessments on LAFS and MAFS.

Person Responsible

Jacqueline Major

Schedule

Monthly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Students will demonstrate proficiency or make learning gains on the Language Arts Florida Standards (LAFS) and the Mathematics Florida Standards, Algebra 1, and Geometry EOC Assessments.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Math and ELA teachers teachers will utilize interactive technology resources effectively in order to challenge students and prepare students for success in AP, college, and beyond and use EDW reports to analyze student data for success.	Major, Jacqueline	9/1/2015	Evidence of student learning through interactive technology will be documented in teacher lesson plans.	6/4/2016 monthly
G1.B2.S1.A1	South Intensive will implement a School-wide Positive Behavior Support (SwPBS) system in order to decrease student discipline incidents.	Narinesingh, Terrence	9/1/2015	Evidence will be documented on meeting agendas and sign-in sheets, and reflected in student data.	6/4/2016 quarterly
G1.B2.S2.A1	Expand hours that parents can meet with teachers by scheduling conferences during school hours.	Narinesingh, Terrence	8/17/2015	Conference notes showing dates and times of meetings.	5/31/2016 monthly
G1.B3.S1.A1	Teachers will attend district-based on-site and off-site professional development and district conferences.	Narinesingh, Terrence	8/11/2015	TDEs, sign-in sheets, agendas, calendar invitations and follow-up activities.	6/5/2016 monthly
G1.B1.S1.A2	Students will attend a Palm Beach State College tour to learn about rigorous academic programs and will use higher level thinking skills to write a summary of their experience on a college campus. Students will also be exposed to real-world experiences such as field trips.	James, Mark	1/15/2016	Students will use higher level thinking skills to write a summary of their experience on a college campus and will be documented in teacher lesson plans.	3/25/2016 one-time
G1.B2.S1.A2	Students will follow the School-wide Positive Behavior Support universal guidelines (Follow directions, Avoid aggression, Be Respectful - FAB) in all areas of the school.	Narinesingh, Terrence	8/18/2015	Student discipline incident data will decrease.	6/4/2016 daily
G1.B2.S2.A2	Offer academic parent trainings to build capacity on the FSA and strategies to help their students at home.	Narinesingh, Terrence	9/1/2015	Parent training invitations, agendas, sign-in sheets, handouts, and parent evaluations and debriefing notes with a staff reflection on the effectiveness of parent trainings.	5/31/2016 every-2-months
G1.B3.S1.A2	Teachers will be afforded time to plan together to develop lessons and share best practices to ensure consistent level of rigor and consistent implementation of instructional strategies.	Narinesingh, Terrence	8/17/2015	Planning agendas, sign-ins, work samples	6/2/2016 monthly
G1.B1.S1.A3	All students will have access to tutorial sessions which include English Language Arts/Reading, Mathematics and Science tutorials, Middle School Course Recovery and Edgenuity credit recovery.	James, Allen	9/16/2015	Student sign-in sheets, lesson plans and tutor time sheets.	5/25/2016 daily
G1.B2.S1.A3	Classroom teachers and BIAs will work together with parents to improve student attendance. Parents will be informed of the importance of regular school attendance and its connection to student achievement.	Jeady, Reginald	9/1/2015	Phone Call Logs, Letters home, Truancy Referrals and Agreements	6/4/2016 biweekly
G1.MA1	Rigorous curriculum will be used in the classroom, a SwPBS system will be implemented, and student academic progress will be tracked.	Narinesingh, Terrence	9/1/2015	There will be an increase in the percentage of students who will demonstrate proficiency on the LAFS and MAFS in FY16, when compared to prior year data.	6/3/2016 monthly
G1.B1.S1.MA1	Students will be engaged in rigorous learning environments.	Narinesingh, Terrence	9/1/2015	Observations	6/4/2016 one-time

Palm Beach - 3046 - South Area Secondary Intensive Transition - 2015-16 SIP
South Area Secondary Intensive Transition Program

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Department Instructional Leaders will monitor that interactive technology is being used effectively in Math and Language Arts classes in order to challenge students and transform traditional classrooms into engaging learning environments.	Major, Jacqueline	11/13/2015	Evidence will be documented meeting agendas and minutes.	6/4/2016 monthly
G1.B1.S1.MA3	Tutorial coordinator and administration will monitor tutorial, course recovery documentation to ensure identified students are being served and lessons are targeted to students' needs.	James, Allen	9/7/2015	Evidence will be documented meeting agendas and minutes, feedback to teachers if required.	5/26/2016 biweekly
G1.B2.S1.MA1	The SwPBS Team will implement best practices for decreasing discipline issues on the campus in order to decrease student disciplinary action.	Narinesingh, Terrence	9/1/2015	Discipline reports retrieved from EDW will show a decrease in student discipline in FY16, when compared to FY15.	6/4/2016 monthly
G1.B2.S1.MA1	The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage positive behavior and discourage unwanted behavior.	Narinesingh, Terrence	8/11/2015	Evidence will be documented in SwPBS meeting agendas and minutes.	6/4/2016 monthly
G1.B3.S1.MA1	Students will take Performance Matters Assessments on LAFS and MAFS.	Major, Jacqueline	8/25/2015	Students will demonstrate proficiency or make learning gains on the Language Arts Florida Standards (LAFS) and the Mathematics Florida Standards, Algebra 1, and Geometry EOC Assessments.	6/3/2016 monthly
G1.B3.S1.MA1	Teachers will attend professional development trainings/workshops on the LAFS and MAFS.	Narinesingh, Terrence	8/11/2015	Agendas, sign-in sheets, TDEs, data binder, observations.	6/3/2016 monthly
G1.B2.S2.MA1	Staff will be trained on effective communication with parents to build a collaborative approach to student achievement at school and at home. The Parent University will offer opportunities for parent training and resources to build parent capacity and provide strategies for students' at home to increase exposure to the rigor of the Florida Standards Assessments.	Narinesingh, Terrence	9/1/2015	Debriefing notes showing review of Agenda, sign in sheets, parent resources, Parent University folder on Edline.	6/3/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we implement focused content and behavior-based intervention programs with fidelity from the identification and remediation of students through parent and teacher capacity building, then FY16 targets will be met.

G1.B2 The school's population is made up of students that have been unsuccessful in a traditional school setting (high social-emotional needs, behavior concerns, academically at risk).

G1.B2.S1 South Intensive will support positive academic behaviors through SwPBS/FAB and comprehensive attendance program.

PD Opportunity 1

South Intensive will implement a School-wide Positive Behavior Support (SwPBS) system in order to decrease student discipline incidents.

Facilitator

Terrence Narinesingh

Participants

All staff

Schedule

Quarterly, from 9/1/2015 to 6/4/2016

PD Opportunity 2

Students will follow the School-wide Positive Behavior Support universal guidelines (Follow directions, Avoid aggression, Be Respectful - FAB) in all areas of the school.

Facilitator

Terrence Narinesingh

Participants

Students

Schedule

Daily, from 8/18/2015 to 6/4/2016

PD Opportunity 3

Classroom teachers and BIAs will work together with parents to improve student attendance. Parents will be informed of the importance of regular school attendance and its connection to student achievement.

Facilitator

Reginald Jeudy

Participants

Truancy Team and Teachers

Schedule

Biweekly, from 9/1/2015 to 6/4/2016

G1.B2.S2 Develop a parent engagement program that supports social, behavioral, and academic goals.

PD Opportunity 1

Offer academic parent trainings to build capacity on the FSA and strategies to help their students at home.

Facilitator

Terrence Narinesingh

Participants

Teachers conducting parent trainings.

Schedule

Every 2 Months, from 9/1/2015 to 5/31/2016

G1.B3 Teachers require content and pedagogy professional development to scaffold students to higher order thinking in respective courses.

G1.B3.S1 Provide professional development in content and pedagogy, particularly in scaffolding instruction to support varying student needs.

PD Opportunity 1

Teachers will attend district-based on-site and off-site professional development and district conferences.

Facilitator

District program planners/specialists, on-campus instructional leaders and trainers.

Participants

Teachers

Schedule

Monthly, from 8/11/2015 to 6/5/2016

PD Opportunity 2

Teachers will be afforded time to plan together to develop lessons and share best practices to ensure consistent level of rigor and consistent implementation of instructional strategies.

Facilitator

Administration and Area support personnel

Participants

Teachers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Technical Assistance Items

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

G1. If we implement focused content and behavior-based intervention programs with fidelity from the identification and remediation of students through parent and teacher capacity building, then FY16 targets will be met.

G1.B1 Students' prior exposure to higher order thinking is limited. Students are at varying levels of mastery. Majority of students are not on track to meet graduation requirements.

G1.B1.S1 Provide opportunities for students to experience engaging and challenging instruction, receive tiered support, participate in course recovery, and extend their learning time to ensure they meet grade level standards and make adequate progress toward graduation.

PD Opportunity 1

Math and ELA teachers teachers will utilize interactive technology resources effectively in order to challenge students and prepare students for success in AP, college, and beyond and use EDW reports to analyze student data for success.

Facilitator

Kimberly Julian

Participants

Math and ELA Teachers and Students

Schedule

Monthly, from 9/1/2015 to 6/4/2016

PD Opportunity 2

All students will have access to tutorial sessions which include English Language Arts/Reading, Mathematics and Science tutorials, Middle School Course Recovery and Edgenuity credit recovery.

Facilitator

Allen James

Participants

Students

Schedule

Daily, from 9/16/2015 to 5/25/2016

Budget

Budget Data

1	G1.B1.S1.A1	Math and ELA teachers teachers will utilize interactive technology resources effectively in order to challenge students and prepare students for success in AP, college, and beyond and use EDW reports to analyze student data for success.				\$0.00
2	G1.B1.S1.A2	Students will attend a Palm Beach State College tour to learn about rigorous academic programs and will use higher level thinking skills to write a summary of their experience on a college campus. Students will also be exposed to real-world experiences such as field trips.				\$25.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3046 - South Area Secondary Intensive Transition	Title I Part A		\$25.00
<i>Notes: Student admission to field trips.</i>						
3	G1.B1.S1.A3	All students will have access to tutorial sessions which include English Language Arts/Reading, Mathematics and Science tutorials, Middle School Course Recovery and Edgenuity credit recovery.				\$17,717.82
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3046 - South Area Secondary Intensive Transition	Title I Part A		\$9,717.82
<i>Notes: HQ Tutor Salary and Benefits</i>						
			3046 - South Area Secondary Intensive Transition	Title I Part A		\$1,000.00
<i>Notes: Supplies for tutorials such as pens, pencils, poster board, paper, toner, highlighters, folders, math manipulatives, consumables, chart paper, notebook, paper, binders, dividers, supplementary textbooks (consumables) for Civics and U.S. History EOC.</i>						
			3046 - South Area Secondary Intensive Transition	Title I Part A		\$7,000.00
<i>Notes: Computers and a printer to support online programs used in tutorials (Khan Academy, Read180, Reading Plus, Pearson SuccessNet, Go Math, Algebra Nation)</i>						
4	G1.B2.S1.A1	South Intensive will implement a School-wide Positive Behavior Support (SwPBS) system in order to decrease student discipline incidents.				\$0.00
5	G1.B2.S1.A2	Students will follow the School-wide Positive Behavior Support universal guidelines (Follow directions, Avoid aggression, Be Respectful - FAB) in all areas of the school.				\$0.00
6	G1.B2.S1.A3	Classroom teachers and BIAs will work together with parents to improve student attendance. Parents will be informed of the importance of regular school attendance and its connection to student achievement.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			3046 - South Area Secondary Intensive Transition	Title I Part A		\$200.00
<i>Notes: Parent communication supplies such as paper, ink, toner.</i>						
7	G1.B2.S2.A1	Expand hours that parents can meet with teachers by scheduling conferences during school hours.				\$1,000.68
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3046 - South Area Secondary Intensive Transition	Title I Part A		\$1,000.68
<i>Notes: Substitutes (salary and benefits) for parent conferences</i>						
8	G1.B2.S2.A2	Offer academic parent trainings to build capacity on the FSA and strategies to help their students at home.				\$1,199.09
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3046 - South Area Secondary Intensive Transition			\$500.00
<i>Notes: Postage for parent trainings.</i>						
			3046 - South Area Secondary Intensive Transition	Title I Part A		\$699.09
<i>Notes: Parent training supplies such as paper, ink, chart paper, pens, pencils, folders, refreshments, resource books.</i>						
9	G1.B3.S1.A1	Teachers will attend district-based on-site and off-site professional development and district conferences.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3046 - South Area Secondary Intensive Transition	Title I Part A		\$200.00
<i>Notes: In-county workshops and conferences such as the Green Schools Conference and Technology Conference</i>						
10	G1.B3.S1.A2	Teachers will be afforded time to plan together to develop lessons and share best practices to ensure consistent level of rigor and consistent implementation of instructional strategies.				\$1,864.45
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3046 - South Area Secondary Intensive Transition	Title I Part A		\$1,864.45
<i>Notes: Supplies for professional development and collegial planning such as binders, folders, paper, post it notes, pens, pencils, highlighters, chart paper, dividers, markers.</i>						

Budget Data

Total:	\$22,207.04
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