

The School District of Palm Beach County

South Area Secondary Intensive Transition Program



2016-17 Schoolwide Improvement Plan

South Area Secondary Intensive Transition Program

1300 S.W. 30TH AVENUE, Boynton Beach, FL 33426

<https://its.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	91%

School Grades History

Year	2017-18	2014-15	2007-08
Grade		I*	F

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	37
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	38

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for South Area Secondary Intensive Transition Program

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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.")

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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.

3. Early Warning Systems

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

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

- 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	8	20	14	10	8	6	2	68
One or more suspensions	0	0	0	0	0	0	9	24	13	11	7	5	2	71
Course failure in ELA or Math	0	0	0	0	0	0	9	20	10	10	7	6	2	64
Level 1 on statewide assessment	0	0	0	0	0	0	9	21	13	12	8	6	0	69

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	12	24	14	14	10	8	2	84

c. 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

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/312353>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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.

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, e-mail 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 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Jeudy, Reginald	Principal
Powell, Tanya	Teacher, ESE
Gross, Eric	Assistant Principal

b. Duties

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

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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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 FY17 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 anti-bullying 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. 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 in 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 training opportunities.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mark James	Teacher
Damaris Torres	Education Support Employee
Yanick Emmanuel	Parent
Cecilia Rodriquez	Parent
Ramona Acosta	Student
Wilson Garcia	Student
Dieudara Dauphine	Student
Valerie Brittell-Cook	Business/Community
Erica Hadden	Teacher
Dawn Western	Teacher
Joseph Clerfond	Education Support Employee
Edward Maldonado	Business/Community
Reginald Jeudy	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. 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.

c. 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.

2. 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.

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

Yes

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

We are an alternating school. The population we serve is different than others. My membership requirement is different than the population I serve. I am working toward recruiting additional members.

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Powell, Tanya	Teacher, K-12
Major, Jacqueline	Teacher, K-12
Jeudy, Reginald	Principal
Gross, Eric	Assistant Principal

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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 to share knowledge and discover common solutions to challenging problems.

2. 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

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

Mr. Gross 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. Gross 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 with 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, Jared Pegg. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

Staff looks 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 Marzano'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.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: 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

Gross, Eric, eric.gross@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

Gross, Eric, eric.gross@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 Edgenuity 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

Gross, Eric, eric.gross@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

Gross, Eric, eric.gross@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Our school supports 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.

b. College and Career Readiness

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

South Intensive will offer two college and career days in FY17, 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.

South Intensive will also offer students the opportunity to visit local college campuses and speak to admissions staff at the various college sites.

2. 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.

3. 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 2016-2017 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 4th 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 post-secondary education.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Our teachers will teach to the Florida standards to prepare students for college readiness. We take our high school students on various college campus tours of Palm Beach State College, Florida

Atlantic University, and Kyser University where they get a sample of the college experience. It is our intention that this will assist in achieving the 90% high school graduation rate as well as a 75% post-graduate success rate.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all staff members exhibit effective and relevant instruction that meets the needs of all students, then we will increase the high school graduation rate.
- G2.** If we provide a positive and supportive school climate, then we will be able to ensure high school readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If all staff members exhibit effective and relevant instruction that meets the needs of all students, then we will increase the high school graduation rate. 1a

G083973

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (VAM)	90.0

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will develop Instructional Focus Calendars for ELA and Mathematics classes based on the results of Diagnostics and Performance Matters assessments.
- 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.
- Additional laptop computers and printers to support instruction in classroom and tutorial programs.
- After school tutoring will be available to all students.
- Provide students and classrooms with materials to support academic success.

Plan to Monitor Progress Toward G1. 8

Administrators will collect and analyze student data through EDW and Performance Matters as well as through Leadership team meetings.

Person Responsible

Eric Gross

Schedule

Biweekly, from 9/13/2016 to 5/1/2017

Evidence of Completion

Student data, Leadership team meeting agendas/minutes and sign-in sheets.

G2. If we provide a positive and supportive school climate, then we will be able to ensure high school readiness. **1a**

 G083974

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	75.0
FSA ELA Achievement	75.0
FSA Mathematics Achievement	50.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	50.0
FSA ELA Achievement	50.0
Bio I EOC Pass	30.0
Students exhibiting two or more EWS indicators (Total)	5.0

Targeted Barriers to Achieving the Goal **3**

- Teachers lack the tools to effectively handle student discipline concerns in their classroom.
- Historically, the school has had little to no parent participation.

Resources Available to Help Reduce or Eliminate the Barriers **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.
- Purchase classroom library books for students to increase exposure to a variety of literary genres.
- Provide substitutes to teachers in order to participate in parent conferencing.
- Provide training materials to parents in order for them to best support their child's academic success.
- Attend the "At Risk Youth Conference" in Georgia.
- Attend the Annual conference for Alternative Education in Dallas, TX

Plan to Monitor Progress Toward G2. 8

Administration will monitor parent evaluations, parent participation rate, and student achievement rates.

Person Responsible

Eric Gross

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

There will be an increase in the percentage of students who will demonstrate proficiency on various assessments such as FSQs, USAs, Diagnostic exams, and FSA assessments.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If all staff members exhibit effective and relevant instruction that meets the needs of all students, then we will increase the high school graduation rate. **1**

 G083973

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**

 B223128

G1.B1.S1 Provide a variety of curriculum activities that engage student interest and are aligned to the district's scope and sequence. **4**

 S235407

Strategy Rationale

When students are actively engaged, academic success will improve which will also improve high school graduation rate.

Action Step 1 **5**

teachers and administrators will participate in data chats to ensure students are aware of graduation requirements.

Person Responsible

Eric Gross

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

EDW reports and communication logs.

Action Step 2 **5**

Provide after school tutorial opportunities to all students to include ELA/Reading remediation, math and science support, ACT/SAT assistance, middle school course recovery, and Edgenuity course recovery.

Person Responsible

Eric Gross

Schedule

Daily, from 9/13/2016 to 5/1/2017

Evidence of Completion

tutorial schedule, attendance sheets, action plans, tutoring packets, class rosters

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

Administration will monitor the tutorial schedule, attendance, lesson plans, and student data.

Person Responsible

Eric Gross

Schedule

Daily, from 9/13/2016 to 5/1/2017

Evidence of Completion

Attendance rosters, lesson plans, student EDW reports, leadership team meeting minutes/agendas.

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

Administrators will collect and analyze student data through EDW and Performance Matters as well as through Leadership team meetings.

Person Responsible

Reginald Jeudy

Schedule

Daily, from 9/13/2016 to 5/1/2017

Evidence of Completion

Student data, Leadership team meeting agendas/minutes and sign-in sheets.

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

 B223130

G1.B3.S1 Incorporate Marzano's taxonomy of educational objectives into the scales and lesson plans of all teachers. 4

 S235408

Strategy Rationale

By increasing the rigor of our expectations, student performance will also increase.

Action Step 1 5

collect and monitor lesson plans and scales to ensure the Marzano taxonomy is being utilized.

Person Responsible

Eric Gross

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

lesson plan books, teacher created student scales,

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

administration will collect lesson plan books and conduct classroom observations

Person Responsible

Eric Gross

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

lesson plan books, classroom walkthroughs, student scales

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

administration will collect lesson plan books and conduct classroom observations

Person Responsible

Eric Gross

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

lesson plan books, classroom walkthroughs, student scales

G2. If we provide a positive and supportive school climate, then we will be able to ensure high school readiness. 1

G083974

G2.B3 Teachers lack the tools to effectively handle student discipline concerns in their classroom. 2

B223134

G2.B3.S1 Develop teachers' capacity to effectively handle student discipline concerns in the classroom while still delivering standards based instruction. 4

S235411

Strategy Rationale

By minimizing student discipline concerns in the classroom, time-on-task values will increase.

Action Step 1 5

Staff will attend district based professional development at both on-site and off-site locations to build teacher capacity to provide engaging and rigorous instruction.

Person Responsible

Reginald Jeudy

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

TDEs, substitutes slips, agendas from off-site PD, sign-in sheets, and handouts from on-site PD offerings.

Action Step 2 5

Instructional staff will meet in content, grade level, and vertical teams, to analyze data, develop lessons and share best practices to ensure consistent level of rigor and consistent level of implementation of strategies.

Person Responsible

Reginald Jeudy

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

agendas, sign-in sheets and notes from PLC's

Action Step 3 5

The leadership team will attend the At Risk Youth Conference in Georgia and the Annual Conf. for Alt. Ed. in Texas to collaborate with model schools and learn best practices that can be implemented at South Intensive.

Person Responsible

Reginald Jeudy

Schedule

Annually, from 3/5/2017 to 3/9/2017

Evidence of Completion

Agendas, registration receipts, TDEs, presentation

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

Administration will conduct observations and walkthroughs, to monitor the implementation of PD strategies.

Person Responsible

Reginald Jeudy

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

sign-in sheets, PD schedule, and a copy of the school-wide PD plan

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

Administration will debrief with the leadership team to share best practices learned at the conference

Person Responsible

Reginald Jeudy

Schedule

On 3/31/2017

Evidence of Completion

Leadership team meeting sign-in sheet, agenda, notes/minutes

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

Track the total number of points on student point sheets, referrals, & suspensions.

Person Responsible

Eric Gross

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Collection of weekly point sheets, EDW reports on discipline dashboard.

G2.B4 Historically, the school has had little to no parent participation. 2

 B223135

G2.B4.S1 Enlist the support of parents in achieving academic and behavioral goals for students through consistent communication and capacity building opportunities. 4

 S235412

Strategy Rationale

Research has shown that the more parents are involved in the educational lives of their children, the higher the success rate of the student.

Action Step 1 5

Parent trainings will build parents' capacity to support students in progress monitoring, building college career awareness, demonstrate behaviors that support academics, utilizing resources at home and reinforcing strategies to support learning.

Person Responsible

Eric Gross

Schedule

On 6/2/2017

Evidence of Completion

schedule of trainings, invitations, flyers, agendas, sign-in sheets, handouts, and parent evaluations.

Action Step 2 5

Parent/Teacher conferences will be scheduled during school hours to increase parent attendance at conferences so parents have greater access to student data and progress.

Person Responsible

Eric Gross

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

communication log, conference schedule/notes, sub slips

Action Step 3 5

Provide on-going communication with parents about various activities, events, meetings, parent trainings and the academic progress of their students.

Person Responsible

Eric Gross

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will review parent training agendas and attend parent trainings.

Person Responsible

Eric Gross

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Presentations, handouts, sign-in sheets, parent evaluations, and agendas.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Leadership team will attend parent conferences and gain parental feedback.

Person Responsible

Eric Gross

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Sub slips, communication log, conference notes/schedules, parent and teacher feedback.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Administration will review parent training agendas and attend parent trainings.

Person Responsible

Eric Gross

Schedule

Monthly, from 9/1/2016 to 6/2/2017




Evidence of Completion

Presentations, handouts, sign-in sheets, parent evaluations, and agendas.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B3.S1.A3 A303461	The leadership team will attend the At Risk Youth Conference in Georgia and the Annual Conf. for...	Jeudy, Reginald	3/5/2017	Agendas, registration receipts, TDEs, presentation	3/9/2017 annually
G2.B3.S1.MA3 M308535	Administration will debrief with the leadership team to share best practices learned at the...	Jeudy, Reginald	3/17/2017	Leadership team meeting sign-in sheet, agenda, notes/minutes	3/31/2017 one-time
G1.MA1 M308529	Administrators will collect and analyze student data through EDW and Performance Matters as well as...	Gross, Eric	9/13/2016	Student data, Leadership team meeting agendas/minutes and sign-in sheets.	5/1/2017 biweekly
G1.B1.S1.MA1 M308525	Administrators will collect and analyze student data through EDW and Performance Matters as well as...	Jeudy, Reginald	9/13/2016	Student data, Leadership team meeting agendas/minutes and sign-in sheets.	5/1/2017 daily
G1.B1.S1.MA1 M308526	Administration will monitor the tutorial schedule, attendance, lesson plans, and student data.	Gross, Eric	9/13/2016	Attendance rosters, lesson plans, student EDW reports, leadership team meeting minutes/agendas.	5/1/2017 daily
G1.B1.S1.A2 A303452	Provide after school tutorial opportunities to all students to include ELA/Reading remediation,...	Gross, Eric	9/13/2016	tutorial schedule, attendance sheets, action plans, tutoring packets, class rosters	5/1/2017 daily
G2.B3.S1.A2 A303460	Instructional staff will meet in content, grade level, and vertical teams, to analyze data, develop...	Jeudy, Reginald	9/1/2016	agendas, sign-in sheets and notes from PLC's	5/31/2017 weekly
G2.MA1 M308539	Administration will monitor parent evaluations, parent participation rate, and student achievement...	Gross, Eric	9/1/2016	There will be an increase in the percentage of students who will demonstrate proficiency on various assessments such as FSQs, USAs, Diagnostic exams, and FSA assessments.	6/2/2017 monthly
G1.B1.S1.A1 A303451	teachers and administrators will participate in data chats to ensure students are aware of...	Gross, Eric	10/3/2016	EDW reports and communication logs.	6/2/2017 monthly
G1.B3.S1.MA1 M308527	administration will collect lesson plan books and conduct classroom observations	Gross, Eric	9/1/2016	lesson plan books, classroom walkthroughs, student scales	6/2/2017 biweekly
G1.B3.S1.MA1 M308528	administration will collect lesson plan books and conduct classroom observations	Gross, Eric	9/1/2016	lesson plan books, classroom walkthroughs, student scales	6/2/2017 biweekly
G1.B3.S1.A1 A303453	collect and monitor lesson plans and scales to ensure the Marzano taxonomy is being utilized.	Gross, Eric	9/1/2016	lesson plan books, teacher created student scales,	6/2/2017 biweekly
G2.B3.S1.MA1 M308533	Track the total number of points on student point sheets, referrals, & suspensions.	Gross, Eric	9/1/2016	Collection of weekly point sheets, EDW reports on discipline dashboard.	6/2/2017 weekly
G2.B3.S1.MA1 M308534	Administration will conduct observations and walkthroughs, to monitor the implementation of PD...	Jeudy, Reginald	9/1/2016	sign-in sheets, PD schedule, and a copy of the school-wide PD plan	6/2/2017 monthly
G2.B3.S1.A1 A303459	Staff will attend district based professional development at both on-site and off-site locations to...	Jeudy, Reginald	9/1/2016	TDEs, substitutes slips, agendas from off-site PD, sign-in sheets, and handouts from on-site PD offerings.	6/2/2017 monthly
G2.B4.S1.MA1 M308536	Administration will review parent training agendas and attend parent trainings.	Gross, Eric	9/1/2016	Presentations, handouts, sign-in sheets, parent evaluations, and agendas.	6/2/2017 monthly
G2.B4.S1.MA1 M308537	Administration will review parent training agendas and attend parent trainings.	Gross, Eric	9/1/2016	Presentations, handouts, sign-in sheets, parent evaluations, and agendas.	6/2/2017 monthly
G2.B4.S1.MA3 M308538	Leadership team will attend parent conferences and gain parental feedback.	Gross, Eric	9/1/2016	Sub slips, communication log, conference notes/schedules, parent and teacher feedback.	6/2/2017 monthly

Palm Beach - 3046 - South Area Secondary Intensive Transition - 2016-17 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
G2.B4.S1.A1  A303462	Parent trainings will build parents' capacity to support students in progress monitoring, building...	Gross, Eric	9/1/2016	schedule of trainings, invitations, flyers, agendas, sign-in sheets, handouts, and parent evaluations.	6/2/2017 one-time
G2.B4.S1.A2  A303463	Parent/Teacher conferences will be scheduled during school hours to increase parent attendance at...	Gross, Eric	9/1/2016	communication log, conference schedule/notes, sub slips	6/2/2017 monthly
G2.B4.S1.A3  A303464	Provide on-going communication with parents about various activities, events, meetings, parent...	Gross, Eric	9/1/2016		6/2/2017 biweekly

V. Professional Development Opportunities

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

G2. If we provide a positive and supportive school climate, then we will be able to ensure high school readiness.

G2.B3 Teachers lack the tools to effectively handle student discipline concerns in their classroom.

G2.B3.S1 Develop teachers' capacity to effectively handle student discipline concerns in the classroom while still delivering standards based instruction.

PD Opportunity 1

Staff will attend district based professional development at both on-site and off-site locations to build teacher capacity to provide engaging and rigorous instruction.

Facilitator

District staff

Participants

School staff

Schedule

Monthly, from 9/1/2016 to 6/2/2017

PD Opportunity 2

The leadership team will attend the At Risk Youth Conference in Georgia and the Annual Conf. for Alt. Ed. in Texas to collaborate with model schools and learn best practices that can be implemented at South Intensive.

Facilitator

Georgia Southern PD staff & annual conference presenters in Texas

Participants

Leadership team

Schedule

Annually, from 3/5/2017 to 3/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	teachers and administrators will participate in data chats to ensure students are aware of graduation requirements.				\$0.00
2	G1.B1.S1.A2	Provide after school tutorial opportunities to all students to include ELA/ Reading remediation, math and science support, ACT/SAT assistance, middle school course recovery, and Edgenuity course recovery.				\$27,781.89
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		3046 - South Area Secondary Intensive Transition	Title I, Part A		\$19,782.02
			Notes: PRT and benefits for tutorial teachers.			
	5100	510-Supplies	3046 - South Area Secondary Intensive Transition	Title I, Part A		\$3,000.00
			Notes: supplies for tutorial program to include EOC study guides, ACT/SAT study guides, Ready consumables, paper, ink, folders, notebooks, pens, pencils, highlighters, graph paper, and calculators.			
	5100	644-Computer Hardware Non-Capitalized	3046 - South Area Secondary Intensive Transition	Title I, Part A		\$4,000.00
			Notes: desk top computers to support use of technology programs in tutorial.			
	5100	644-Computer Hardware Non-Capitalized	3046 - South Area Secondary Intensive Transition	Title I, Part A		\$999.87
			Notes: 3 printers to support tutorial and student self progress monitoring.			
3	G1.B3.S1.A1	collect and monitor lesson plans and scales to ensure the Marzano taxonomy is being utilized.				\$0.00
4	G2.B3.S1.A1	Staff will attend district based professional development at both on-site and off-site locations to build teacher capacity to provide engaging and rigorous instruction.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		3046 - South Area Secondary Intensive Transition	Title I, Part A		\$200.00
			Notes: registrations for in-county conferences			
	6400	510-Supplies	3046 - South Area Secondary Intensive Transition	Title I, Part A		\$800.00
			Notes: Supplies to support on campus PD to include PD resource books, post-it notes, paper, ink, chart paper, markers, folders, binders, and highlighters			

Palm Beach - 3046 - South Area Secondary Intensive Transition - 2016-17 SIP
South Area Secondary Intensive Transition Program

5	G2.B3.S1.A2	Instructional staff will meet in content, grade level, and vertical teams, to analyze data, develop lessons and share best practices to ensure consistent level of rigor and consistent level of implementation of strategies.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	3046 - South Area Secondary Intensive Transition	Title I, Part A		\$800.00
			<i>Notes: Supplies to support PLC collaboration to include PD resource books, post-it notes, paper, ink, chart paper, markers, folders, binders, and highlighters</i>			
6	G2.B3.S1.A3	The leadership team will attend the At Risk Youth Conference in Georgia and the Annual Conf. for Alt. Ed. in Texas to collaborate with model schools and learn best practices that can be implemented at South Intensive.				\$6,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	3046 - South Area Secondary Intensive Transition	Title I, Part A		\$6,400.00
			<i>Notes: registration, airfare, hotel, food, and miscellaneous travel expenses for 3-4 staff members to attend the At Risk Youth Conference.</i>			
7	G2.B4.S1.A1	Parent trainings will build parents' capacity to support students in progress monitoring, building college career awareness, demonstrate behaviors that support academics, utilizing resources at home and reinforcing strategies to support learning.				\$1,078.60
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150		3046 - South Area Secondary Intensive Transition	Title I, Part A		\$528.60
			<i>Notes: Parent training supplies to include food, folders, paper, ink, pens, and pencils</i>			
	6150		3046 - South Area Secondary Intensive Transition	Title I, Part A		\$550.00
			<i>Notes: Postage for invitations, newsletters, and calendar of events.</i>			
8	G2.B4.S1.A2	Parent/Teacher conferences will be scheduled during school hours to increase parent attendance at conferences so parents have greater access to student data and progress.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150		3046 - South Area Secondary Intensive Transition	Title I, Part A		\$1,200.00
			<i>Notes: substitutes for parent conferences.</i>			
9	G2.B4.S1.A3	Provide on-going communication with parents about various activities, events, meetings, parent trainings and the academic progress of their students.				\$0.00

Palm Beach - 3046 - South Area Secondary Intensive Transition - 2016-17 SIP
South Area Secondary Intensive Transition Program

Total:	\$38,260.49
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