The School District of Palm Beach County

South Area Secondary Intensive Transition Program

2017-18 Schoolwide Improvement Plan

South Area Secondary Intensive Transition Program

1300 S.W. 3OTH AVENUE, Boynton Beach, FL 33426

https://its.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2016-17	2015-16	2014-15	2007-08
Grade	I	I	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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	7	10	14	13	8	5	4	61
One or more suspensions	0	0	0	0	0	0	7	10	14	11	7	4	1	54
Course failure in ELA or Math	0	0	0	0	0	0	5	9	16	15	6	5	5	61
Level 1 on statewide assessment	0	0	0	0	0	0	2	9	15	11	7	5	1	50

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	7	13	19	15	8	7	4	73

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/453842.

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 the school and the 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 includes 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

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 other 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 FY18 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 8:00 a.m. - 9:30 a.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 Push-in and before school Tutorial Program. All students can take advantage of the tutorial services Monday - Thursday from 8:00 a.m. - 9:30 a.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 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 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
Valerie Brittell-Cook	Business/Community
Dawn Western	Education Support Employee
Edward Maldonado	Business/Community
Reginald Jeudy	Principal
Brianna Tanner	Student
Jacqueline Major	Teacher
Jared Pegg	Teacher
Jonathon Perez	Student
Nicholas Pietrangoare	Student
Aijah Nelams	Student
Eric Gross	Parent
William Taylor	Parent
Gloria Brown	Parent
Margarett Thompson	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 Transition School. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in 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 which the support they need in order to successfully complete the Education Support Program (ESP) and I-Teach.

Mrs. Powell will serve as a teacher mentor to a new teacher, Jeanie Paul. 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.

• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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: Before School Program

Minutes added to school year: 8,500

Students have the opportunity to attend the Title I Enrichment Lab every Monday - Friday from 8:00a.m. - 9:30 a.m.

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-Friday from 8:00 a.m. - 9:30 a.m. in the Compass Lab

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 - Friday from 8:00 a.m. - 9:30 a.m. in the Edgunity Lab

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-Friday from 8:00 a.m. - 9:30 a.m. 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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

***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 FY18, inviting workers from various
vocations and different college representatives to give students options and ideas for career path
choices.

The Guidance Counselor will have an 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, match, and science instruction carefully
aligned to current standards, then South Intensive will meet performance goals for the 2017-2018
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-Friday to all
students from 8:00 a.m. - 9:30 a.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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we provide effective and relevant instruction to meet the needs of all students, 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 we provide effective and relevant instruction to meet the needs of all students, then we will be able to ensure high school readiness. `1a`

🔍 G094781

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	10.0
Level 1 - All Grades	10.0
One or More Suspensions	10.0

Targeted Barriers to Achieving the Goal `3`

- A shared commitment and collective responsibility for the academic success of every student.

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 utilize Florida Collections HMH, Close Reading, Math Connects, TransMath, Algebra One, Geometry, and Colege Readiness textbooks/workbooks while in class.

- Administration will attend the "At Risk Youth Conference" in Georgia.

- Provide training materials and professional development opportunities to parents in order to best support their child's 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
Reginald Jeudy

Schedule
Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion
students data, leadership team meeting agendas, minutes, and sign-in sheets

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 provide effective and relevant instruction to meet the needs of all students, then we will be able to ensure high school readiness. `1`

🔑 G094781

G1.B1 A shared commitment and collective responsibility for the academic success of every student. `2`

🔑 B254860

G1.B1.S1 Staff members will define pillars of effective instruction to increase the academic achievement of all students. `4`

🔑 S269264

Strategy Rationale

By gaining a better understanding of the pillars of effective instruction, teachers will be able to focus on more relevant instructional strategies.

Action Step 1 `5`

Through weekly PLC meetings, administration and staff members will meet to breakdown standards needing to be taught as well as the pillars of effective instruction.

Person Responsible

Reginald Jeudy

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

PLC agendas, sign-in sheets, minutes and any data reports applicable.

Action Step 2 `5`

Parent professional development opportunity to learn about ELA standards

Person Responsible

Eric Gross

Schedule

Annually, from 11/1/2017 to 11/1/2017

Evidence of Completion

sign-in sheets, invitations, handouts, agendas

Action Step 3 `5`

Parent professional development opportunity to learn math & science standards

Person Responsible

Eric Gross

Schedule

Annually, from 2/7/2018 to 2/7/2018

Evidence of Completion

sign-in sheets, agendas, invitations, hand-outs

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

monthly meetings between the Principal and instructional superintendent will occur to ensure the fidelity of implementation.

Person Responsible

Reginald Jeudy

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Principal notes from administrative meetings.

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

monthly meetings between the Principal and instructional superintendent will occur to ensure the fidelity of implementation.

Person Responsible

Reginald Jeudy

Schedule

Monthly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Principal notes from administrative meetings.

G1.B1.S2 Staff members will provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

🔑 S269265

Strategy Rationale

By providing a more customized instructional program, the rigor of expectations increases which will also increase student performance.

Action Step 1 5

The instructional team will meet in content, grade level, and vertical teams to analyze data and develop programming that is customized to the individual learner.

Person Responsible

Reginald Jeudy

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

agendas, sign-in sheets and notes from PLC meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will collect and review lesson plans to ensure instruction is being adequately customized.

Person Responsible

Eric Gross

Schedule

Biweekly, from 8/25/2017 to 6/8/2018

Evidence of Completion

Lesson Plan check off sheet.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Administration will review student performance data in EDW and Performance Matters to monitor students' academic success.

Person Responsible

Reginald Jeudy

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

EDW and performance matters reports generated.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `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

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

students data, leadership team meeting agendas, minutes, and sign-in sheets

G1.B1.S3 Staff will provide digital and blended learning opportunities utilizing current and new technology. 4

🔑 S269266

Strategy Rationale

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

Action Step 1 5

Administration will acquire chrome books and a classroom response system to incorporate into classroom instruction.

Person Responsible

Eric Gross

Schedule

Annually, from 9/1/2017 to 6/1/2018

Evidence of Completion

Inventory newly acquired technology for teachers to check out.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration will conduct classroom observations during technology based lessons.

Person Responsible

Reginald Jeudy

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Teacher generated software reports will be reviewed for implementation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Staff will review and analyze student academic progress data through EDW and Performance Matters data.

Person Responsible

Reginald Jeudy

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

PLC sign in sheets, agendas, notes, and applicable reports.

G1.B1.S4 Administration will attend the At Risk Youth Conference in Georgia. `4`

🔍 S269267

Strategy Rationale

When administrators gain more insight into at risk students, they can better customize students' academic needs.

Action Step 1 `5`

Administrators will attend the At Risk Youth Conference in Georgia

Person Responsible

Eric Gross

Schedule

On 3/7/2018

Evidence of Completion

Collect notes and conference handouts to present to staff

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administrators will return and present information learned to staff members.

Person Responsible

Eric Gross

Schedule

On 3/28/2018

Evidence of Completion

Sign-in sheets, agendas, minutes, and handouts

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administration will conduct classroom observations.

Person Responsible

Eric Gross

Schedule

Weekly, from 4/2/2018 to 6/1/2018

Evidence of Completion

Classroom observation data collected in iobservation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 A359369	Parent professional development opportunity to learn about ELA standards	Gross, Eric	11/1/2017	sign-in sheets, invitations, handouts, agendas	11/1/2017 annually
G1.B1.S1.A3 A359370	Parent professional development opportunity to learn math & science standards	Gross, Eric	2/7/2018	sign-in sheets, agendas, invitations, hand-outs	2/7/2018 annually
G1.B1.S4.A1 A359373	Administrators will attend the At Risk Youth Conference in Georgia	Gross, Eric	3/4/2018	Collect notes and conference handouts to present to staff	3/7/2018 one-time
G1.B1.S4.MA1 M384036	Administrators will return and present information learned to staff members.	Gross, Eric	3/28/2018	Sign-in sheets, agendas, minutes, and handouts	3/28/2018 one-time
G1.MA1 M384037	Administrators will collect and analyze student data through EDW and Performance Matters as well as...	Jeudy, Reginald	9/1/2017	students data, leadership team meeting agendas, minutes, and sign-in sheets	6/1/2018 biweekly
G1.B1.S1.MA1 M384028	monthly meetings between the Principal and instructional superintendent will occur to ensure the...	Jeudy, Reginald	9/4/2017	Principal notes from administrative meetings.	6/1/2018 monthly
G1.B1.S1.MA1 M384029	monthly meetings between the Principal and instructional superintendent will occur to ensure the...	Jeudy, Reginald	9/4/2017	Principal notes from administrative meetings.	6/1/2018 monthly
G1.B1.S1.A1 A359368	Through weekly PLC meetings, administration and staff members will meet to breakdown standards...	Jeudy, Reginald	9/4/2017	PLC agendas, sign-in sheets, minutes and any data reports applicable.	6/1/2018 weekly
G1.B1.S2.MA1 M384030	Administrators will collect and analyze student data through EDW and Performance Matters as well as...	Jeudy, Reginald	9/1/2017	students data, leadership team meeting agendas, minutes, and sign-in sheets	6/1/2018 biweekly
G1.B1.S2.MA2 M384032	Administration will review student performance data in EDW and Performance Matters to monitor...	Jeudy, Reginald	9/1/2017	EDW and performance matters reports generated.	6/1/2018 biweekly
G1.B1.S2.A1 A359371	The instructional team will meet in content, grade level, and vertical teams to analyze data and...	Jeudy, Reginald	9/5/2017	agendas, sign-in sheets and notes from PLC meetings	6/1/2018 weekly
G1.B1.S3.MA1 M384033	Staff will review and analyze student academic progress data through EDW and Performance Matters...	Jeudy, Reginald	9/4/2017	PLC sign in sheets, agendas, notes, and applicable reports.	6/1/2018 weekly
G1.B1.S3.MA1 M384034	Administration will conduct classroom observations during technology based lessons.	Jeudy, Reginald	9/18/2017	Teacher generated software reports will be reviewed for implementation.	6/1/2018 weekly
G1.B1.S3.A1 A359372	Administration will acquire chrome books and a classroom response system to incorporate into...	Gross, Eric	9/1/2017	Inventory newly acquired technology for teachers to check out.	6/1/2018 annually
G1.B1.S4.MA1 M384035	Administration will conduct classroom observations.	Gross, Eric	4/2/2018	Classroom observation data collected in iobservation.	6/1/2018 weekly
G1.B1.S2.MA1 M384031	Administration will collect and review lesson plans to ensure instruction is being adequately...	Gross, Eric	8/25/2017	Lesson Plan check off sheet.	6/8/2018 biweekly

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will be able to ensure high school readiness.

G1.B1 A shared commitment and collective responsibility for the academic success of every student.

G1.B1.S1 Staff members will define pillars of effective instruction to increase the academic achievement of all students.

PD Opportunity 1

Parent professional development opportunity to learn about ELA standards

Facilitator

ELA teachers

Participants

parents and staff members

Schedule

Annually, from 11/1/2017 to 11/1/2017

PD Opportunity 2

Parent professional development opportunity to learn math & science standards

Facilitator

math & science teachers

Participants

parents & staff members

Schedule

Annually, from 2/7/2018 to 2/7/2018

G1.B1.S3 Staff will provide digital and blended learning opportunities utilizing current and new technology.

PD Opportunity 1

Administration will acquire chrome books and a classroom response system to incorporate into classroom instruction.

Facilitator

Valerie Brittell-Cook, Jacqueline Major, Dawn Western-Hovis

Participants

Middle & High school classroom teachers

Schedule

Annually, from 9/1/2017 to 6/1/2018

G1.B1.S4 Administration will attend the At Risk Youth Conference in Georgia.

PD Opportunity 1

Administrators will attend the At Risk Youth Conference in Georgia

Facilitator

Georgia Southern University

Participants

Reginald Jeudy, Eric Gross

Schedule

On 3/7/2018

VI. Technical Assistance Items

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