

The School District of Palm Beach County

South Area Secondary Intensive Transition Program



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	83%

School Grades History

Year	2016-17	2015-16	2014-15	2012-13
Grade	I	I	I*	

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Western Hovis, Dawn	Administrative Support

Duties

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

The school based leadership team leader is responsible for the following:

1. Welcome all participants and provide 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 to 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 the date and time of the next meeting.
12. Provide input regarding any learning, speech and language, behavioral, or any other school-based issues the student may exhibit.

Early Warning Systems

Year 2017-18

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	3	10	24	9	17	5	4	72
One or more suspensions	0	0	0	0	0	0	4	9	24	10	11	3	3	64
Course failure in ELA or Math	0	0	0	0	0	0	3	8	21	7	14	4	2	59
Level 1 on statewide assessment	0	0	0	0	0	0	4	10	20	10	15	4	2	65

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	4	10	26	12	17	6	4	79

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	3	6	16	4	10	2	2	43

Date this data was collected

Tuesday 8/14/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

South Intensive Transition school historically received a rating of "maintaining" for the 2011 and 2014 school year. Most recently, the school received a rating of "unsatisfactory" for the 2018 school year.

Which data component showed the greatest decline from prior year?

Learning gains in both ELA and Mathematics declined congruently to the unsatisfactory level in 2018.

Which data component had the biggest gap when compared to the state average?

South Intensive Transition school has an annual attendance rate of 73.2%. When compared to the state average of 92.1% our school is deficient almost 20%.

Which data component showed the most improvement? Is this a trend?

The staff at South Intensive Transition school tested 89% of its student population. This data point illustrates a 12% increase from the 2017 school year.

Describe the actions or changes that led to the improvement in this area.

With the addition of a truancy liaison and attendance incentives to South Intensive Transition school, we were able to have more students attend school during the testing window than in previous years.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	56%	52%
ELA Learning Gains	0%	53%	53%	0%	51%	46%
ELA Lowest 25th Percentile	0%	46%	44%	0%	42%	38%
Math Achievement	0%	54%	51%	0%	45%	43%
Math Learning Gains	0%	47%	48%	0%	40%	39%
Math Lowest 25th Percentile	0%	43%	45%	0%	37%	38%
Science Achievement	0%	72%	67%	0%	70%	65%
Social Studies Achievement	0%	73%	71%	0%	70%	69%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	3 (7)	10 (10)	24 (14)	9 (13)	17 (8)	5 (5)	4 (4)	72 (61)
One or more suspensions	4 (7)	9 (10)	24 (14)	10 (11)	11 (7)	3 (4)	3 (1)	64 (54)
Course failure in ELA or Math	3 (5)	8 (9)	21 (16)	7 (15)	14 (6)	4 (5)	2 (5)	59 (61)
Level 1 on statewide assessment	4 (2)	10 (9)	20 (15)	10 (11)	15 (7)	4 (5)	2 (1)	65 (50)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	53%	-53%	52%	-52%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	54%	-54%	51%	-51%
	2017	0%	55%	-55%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	6%	60%	-54%	58%	-52%
	2017	0%	56%	-56%	55%	-55%
Same Grade Comparison		6%				
Cohort Comparison		6%				
09	2018	0%	56%	-56%	53%	-53%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2018	7%	55%	-48%	53%	-46%
	2017	0%	51%	-51%	50%	-50%
Same Grade Comparison		7%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	56%	-56%	52%	-52%
	2017	0%	55%	-55%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	39%	-39%	54%	-54%
	2017	10%	38%	-28%	53%	-43%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
08	2018	5%	65%	-60%	45%	-40%
	2017	0%	63%	-63%	46%	-46%
Same Grade Comparison		5%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	5%	54%	-49%	50%	-45%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	67%	-67%	65%	-65%
2017	0%	66%	-66%	63%	-63%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	9%	72%	-63%	71%	-62%
2017	9%	73%	-64%	69%	-60%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	68%	-68%	68%	-68%
2017	0%	68%	-68%	67%	-67%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	62%	-62%
2017	7%	59%	-52%	60%	-53%
Compare		-7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	56%	-56%
2017	0%	55%	-55%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	South Intensive Transition school will work on increasing the student attendance rate in grades 6 through 12.
Rationale	Research shows that when a student's attendance rate is above 90%, the student's proficiency rate and the rate of learning gains increases proportionately. As the students' proficiency and learning gains rates increase, so will the graduation rate and rate for high school readiness.
Intended Outcome	The intended outcome of the actions of South Intensive Transition staff members is to have 100% of the students on survey #3 attend school at least 90% of the school year.
Point Person	Eric Gross (eric.gross@palmbeachschools.org)

Action Step	
Description	<ol style="list-style-type: none"> 1. Create a behavior plan that stipulates attendance as a criteria for success. 2. Conduct Professional Learning Conferences on a bi-weekly basis that focuses teacher attention on student absences. 3. Have an attendance Liaison contact families of absent students to offer assistance in getting students to attend school. 4. Elicit the support of safe schools staff members (behavior coach, support services counselor) to meet with students and families with attendance concerns.
Person Responsible	Eric Gross (eric.gross@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Monitor behavior plans on a monthly basis to determine levels of attendance. 2. Create a template where teachers will log student names and contact attempts of absent students and review the template at bi-weekly staff conferences. 3. Safe schools staff members along with the attendance liaison will submit contact logs of families that have been contacted due to attendance concerns.
Person Responsible	Reginald Jeudy (reginald.jeudy@palmbeachschools.org)

Activity #2

Title	South Intensive Transition school will increase the academic achievement in ELA and Mathematics.
Rationale	In order to best prepare middle school students for high school readiness, and for high school students to graduate and foster post-graduate success, students must improve their academic achievement and show growth in all content areas.
Intended Outcome	The intended outcome for South Intensive Transition school is to increase the learning gains of ELA and Mathematics by a minimum of 10% in each content area.
Point Person	Eric Gross (eric.gross@palmbeachschools.org)

Action Step

Description	<ol style="list-style-type: none"> 1. South Intensive Transition school will ensure that a certified professional will fill all instructional positions within the school site. 2. Teachers will utilize the software program Reading Plus in all intensive reading courses and throughout their ELA lessons when appropriate. 3. Teachers will utilize resources from Blender to guide rigorous lessons in all content areas. 4. Academic tutors will provide in classroom support for small group instruction for ESE students.
Person Responsible	Eric Gross (eric.gross@palmbeachschools.org)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. The position status report will illustrate that a certified teacher occupies all instructional positions within the school. 2. Administration will review usage reports from Reading Plus to monitor the usage rate of all staff members. 3. Administration will monitor student progress reports within Reading Plus to gather quantitative talking points on ELA learning gains. 4. Administration will review lesson plans, scope & sequence, student assessments and conduct classroom observations with teachers to ensure a rigorous classroom environment is being conducted. 5. Academic tutors will submit schedules with student data points to administration to monitor student progress.
Person Responsible	Reginald Jeudy (reginald.jeudy@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

South Intensive Transition is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. 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.
2. Surveys, parent involvement meetings, face-to-face communications, email and website feedback will give parents the opportunity to help the school make decisions about the spending of Parent Involvement funds, the creation of the Parent Involvement Plan, 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.
4. South Intensive will host parent involvement training 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 standards and provide tools for their children to improve achievement.
6. South Intensive will distribute give information in a format that parents can understand by providing Spanish and Creole translations of newsletters, district policies/procedures, and important school/home information.
7. Parents will be invited to Open House/Curriculum Night workshops and be made aware of volunteering opportunities.
8. Teachers and parents will meet at least once per year 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.
9. Partnerships will be developed with community based organizations and businesses to provide support for students/families.

Evaluation:

All agendas of parent meetings, sign in sheets, conference logs, SAC minutes, completed School-Parent Compact, completed Parental Involvement Plan.

PFEP Link

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

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 employ the services of a school psychologist, and mental health counselor twice per week as well as a full time family counselor to provide services to our students.

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.

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/Rtl Team is to provide positive research-based interventions to help students succeed. The team will meet every other Monday in order to review universal screening, academic, and behavior data. The team will track student data. The team will then identify students who are not meeting their goals. Identified students will be referred to Tier 2 and/or the School-based Leadership Team to determine interventions needed. An Intervention Plan will be developed. The Intervention Plan will identify the student's deficiencies and provide interventions to the student to become successful. Each student will be assigned a case liaison to support the plan and the teacher implementing the plan.

Teacher support systems include, but are not limited to:

1. Professional Development Days
2. Faculty/staff meetings
3. Learning Team meetings
4. School Based Leadership Team meetings

Our school integrates Single School Culture by sharing Universal guidelines, teaching expected behaviors, and communicating with parents.

Title I, Part A: Title 1 funds are used at South Intensive to provide supplemental math and reading tutoring through our Push-in Tutorial Program. At our annual Title I Training, our staff is informed of the role of Title I, its expectations, and the use of funds. Title I funds are used to support professional development programs for parents/staff 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. The school also provides clothing 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 increase the instructional strategies provided to students and new instructional software enhance literacy and math skills of struggling students. Instructional staff attend District Professional Development training and 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. Our language facilitators translate information, and 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.

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 FY19, 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.

Part V: Budget	
Total:	\$0.00