South Area Secondary Intensive Transition Program

2019-20 Schoolwide Improvement Plan

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South Area Secondary Intensive Transition Program

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

https://its.palmbeachschools.org

Demographics

Principal: Reginald Jeudy

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: I (%) 2015-16: I (%) 2014-15: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	%

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

School Grades History

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

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Jeudy, Reginald	Principal	Oversee and the only one who is able to provide other members access. In charge of developing standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures toward school improvement.
Powell, Tanya	Teacher, ESE	ESE Contact Person who will be able to view, read and provide feedback in creating the SIP. Also, adjusting and monitoring ESE lessons to fit the needs of each individual child as part of Individualized Education Programs (IEPs).
Gross, Eric	Assistant Principal	He is able to edit and monitor the SIP as one of my leadership team member. Responding to disciplinary issues. Coordinating use of school facilities for day-to-day activities and special events.
Western Hovis, Dawn	Administrative Support	She is support staff facilitator who communicates with the entire staff, including parents, other teachers, and counselors, who all work together to ensure and measure success of all students.Also, in charge of modifying the general education curriculum to make sure each student's special individual needs are met.
Major, Jacqueline	Teacher, K-12	Department Chair for ELA. She has viewing and read only access.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	2	5	16	8	11	18	0	60
Attendance below 90 percent	0	0	0	0	0	0	6	10	15	17	18	10	4	80
One or more suspensions	0	0	0	0	0	0	5	13	15	16	19	7	3	78
Course failure in ELA or Math	0	0	0	0	0	0	6	11	14	13	17	6	3	70
Level 1 on statewide assessment	0	0	0	0	0	0	6	11	12	9	13	9	3	63

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	6	13	17	17	22	11	4	90

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	
Students retained two or more times	0	0	0	0	0	0	0	1	3	1	2	1	0	8

FTE units allocated to school (total number of teacher units)
18

Date this data was collected or last updated
Thursday 8/22/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	10	26	12	17	6	4	79

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											Grade Level			
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 with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											Grade Level			
Students with two or more indicators	0	0	0	0	0	0	4	10	26	12	17	6	4	79

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	55%	53%
ELA Learning Gains	0%	51%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	48%	49%
Math Learning Gains	0%	45%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	38%	39%
Science Achievement	0%	73%	68%	0%	71%	65%
Social Studies Achievement	0%	74%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	2 (0)	5 (0)	16 (0)	8 (0)	11 (0)	18 (0)	0 (0)	60 (0)
Attendance below 90 percent	6 (3)	10 (10)	15 (24)	17 (9)	18 (17)	10 (5)	4 (4)	80 (72)
One or more suspensions	5 (4)	13 (9)	15 (24)	16 (10)	19 (11)	7 (3)	3 (3)	78 (64)
Course failure in ELA or Math	6 (3)	11 (8)	14 (21)	13 (7)	17 (14)	6 (4)	3 (2)	70 (59)
Level 1 on statewide assessment	6 (4)	11 (10)	12 (20)	9 (10)	13 (15)	9 (4)	3 (2)	63 (65)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	58%	-58%	54%	-54%
	2018	0%	53%	-53%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	8%	53%	-45%	52%	-44%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		8%				
Cohort Comparison		8%				
08	2019	20%	58%	-38%	56%	-36%
	2018	6%	60%	-54%	58%	-52%
Same Grade Comparison		14%				
Cohort Comparison		20%				
09	2019	8%	56%	-48%	55%	-47%
	2018	0%	56%	-56%	53%	-53%
Same Grade Comparison		8%				
Cohort Comparison		2%				
10	2019	16%	54%	-38%	53%	-37%
	2018	7%	55%	-48%	53%	-46%
Same Grade Comparison		9%				
Cohort Comparison		16%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	60%	-60%	55%	-55%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	15%	35%	-20%	54%	-39%
	2018	0%	39%	-39%	54%	-54%
Same Grade Comparison		15%				
Cohort Comparison		15%				
08	2019	14%	64%	-50%	46%	-32%
	2018	5%	65%	-60%	45%	-40%
Same Grade Comparison		9%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	51%	-51%	48%	-48%
	2018	5%	54%	-49%	50%	-45%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State
2019	17%	69%	-52%	67%	-50%
2018	0%	67%	-67%	65%	-65%
Compare		17%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	72%	-45%	71%	-44%
2018	9%	72%	-63%	71%	-62%
Compare		18%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	70%	-70%
2018	0%	68%	-68%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	64%	-42%	61%	-39%
2018	0%	62%	-62%	62%	-62%
Compare		22%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	60%	-27%	57%	-24%
2018	0%	57%	-57%	56%	-56%
Compare		33%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
BLK	8	55		17							
FRL	22	67		24	46		7				
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	166
Total Components for the Federal Index	5
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science was the only data that showed the lowest performance. Because the school received an "unsatisfactory rating" last year, FY19, our primary focus was on ELA and Math, the only two components determined our rating scores. Since we did not have any prior data to compare with, no trends were evident.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When looking at our grade level data, we made gains in every grade level in Math and ELA. However, our school had a 5% decline in science from 2018. We went from 5% to 0% in grade 8. This was due to a lack of concentration in the area of science and more focus on Math and ELA to improve our School Improvement Rating. When looking at our ESSA categorized subgroups, we see our Blacks/ African Americans scored 27% and our Economically Disadvantaged students scored 33% based on ESSA FEderal Percentage Points. We know this is a subgroup that will need additional support and resources.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Because of being an Alternative Site and not the regular academic site, we cannot compare our site with the state average with fidelity. Mainly dealing with behavior issues because of the students transferred to South Intensive Transition.

Which data component showed the most improvement? What new actions did your school take in this area?

The staff at South Intensive Transition school tested 95% of its student population. This data point illustrates a 6% increase from the 2018 school year. Also, an increase of 27% gains in total points to become Commendable from Unsatisfactory rating.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Area of concerns are attendance and level 1 on the state assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. South Intensive Transition school will work on increasing the student attendance rate in grades 6 through 12.
2. South Intensive Transition school will continue to maintain or increase the academic achievement in ELA and Mathematics to remain Commendable.
3. South Intensive Transition will work in deceasing the number of school suspension by 5%.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	To increase our students graduation rate, and improve their college and career readiness by increasing their reading skills, mathematical skills, and their health and wellness.
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 to will the graduation rate and rate for high school readiness.
State the measurable outcome the school plans to achieve	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 and to reflect over 50% gain on their ELA and Math assessments.
Person responsible for monitoring outcome	Eric Gross (eric.gross@palmbeachschools.org)
Evidence-based Strategy	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. Mental Health team or Safe schools staff members along with the attendance liaison will submit contact logs of families that have been contacted due to attendance concerns. 4. Monitor all academic gains, specifically for our ESSA identified subgroups; Blacks/African Americans and Economically Disadvantaged students throughout the year.
Rationale for Evidence-based Strategy	These best practices are supported by resources available at the district level. The efficacy of these strategies will be measured by monitoring of the monthly logs that reflect the attendance and communication data collected by the teachers and Mental Health team.

Action Step

Description	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 and achievements. 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. 5. The administrator will continue to monitor, PLCs and the attendance plan on a monthly basis to determine levels of attendance. Monitor all academic gains, specifically for our ESSA identified subgroups; Blacks/African Americans and Economically Disadvantaged students.
Person Responsible	Reginald Jeudy (reginald.jeudy@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

South Intensive integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring PBS through data. Our PBS program focuses on Following directions, Avoiding Aggression and Being Respectful, (FAB). FAB is reinforced throughout the school year through; posters displayed in all the classrooms, hallways and cafeteria. The teachers reinforce F.A.B. during their classroom instruction and use it to deescalate inappropriate behavior.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, §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.

Active communications and involvement of the parents will include: monthly newsletters, Title 1 and ELL parent meetings, use of the parent-link telephone system to communicate school-wide events and issues, and monthly SAC meetings. Additionally, individual parent meetings are conducted for all new registrations and on an as needed basis.

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.

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

The role of the MTSS/RtI 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.

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 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.

South Intensive will offer two college and career days in FY20, 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.

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 FY20, 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. We will also have a career day by inviting all business partners to come and speak with the students to support and enhance student learning.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: To increase our students graduation rate, and improve their college and career readiness by increasing their reading skills, mathematical skills, and their health and wellness.**				$551.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	3046 - South Area Secondary Intensive Transition	School Improvement Funds	147.0	$551.00
					Total:	$551.00