

The School District of Palm Beach County

South Area Secondary Intensive Transition Program



2020-21 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>

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 (%)
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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1300 S.W. 30TH AVENUE, Boynton Beach, FL 33426

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	%
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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SIP Authority

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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.

The mission of South Intensive Transition School is to empower diverse young adults with the critical academic and behavioral skills necessary to be responsible citizens, academic achievers, and self-initiating life-long 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, position title, and job duties/responsibilities 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.
McTyere, Sonya	School Counselor	School counselor who supports & communicates with the staff, parents, teachers, and students focusing on success academically, behaviorally & socially. Supports school wide testing (ACT, PSAT, and SAT). 504 Contact.
Major, Jacqueline	Teacher, K-12	Department Chair for ELA. She has viewing and read only access.

Demographic Information

Principal start date

Wednesday 7/1/2015, Reginald Jeudy

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

13

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 (%)
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 .	

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	8	23	13	8	15	13	82	
Attendance below 90 percent	0	0	0	0	0	0	2	6	17	7	8	9	6	55	
One or more suspensions	0	0	0	0	0	0	2	7	17	7	3	8	5	49	
Course failure in ELA	0	0	0	0	0	0	2	5	14	6	8	9	6	50	
Course failure in Math	0	0	0	0	0	0	1	4	18	5	7	7	5	47	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	5	9	8	9	11	5	3	50	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	5	11	10	1	6	7	1	41	
ELA Winter Diag Level 1&2	0	0	0	0	0	0	1	5	12	7	2	0	0	27	
Math Winter Diag Level 1&2	0	0	0	0	0	0	1	5	12	0	0	0	0	18	

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	2	7	18	7	8	9	7	58	

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	7	0	0	0	3	10	
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	2	1	1	7	

Date this data was collected or last updated

Monday 7/27/2020

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		
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	

Prior Year - 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		
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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	

ESSA Federal Index	
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%	0
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%	0
Native American Students	
Federal Index - 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%	0
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%	0
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%	1
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%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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 content area that showed a decline, there was a 5% decline. Since we did not have any prior data to compare with, no trends were evident.

During FY18, the school received an "Unsatisfactory" rating. However, during FY19, our primary focus was on ELA and Math, our rating was brought up to "Commendable" rating.

Throughout FY20, we placed focus on supporting the Science content through the co-teaching model. Teachers collaborated and supported students at their ability. Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

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.

Throughout FY20, we placed focus on supporting the Science content through the co-teaching model. Teachers collaborated and supported students at their ability. Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

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. However, when compared to other alternative sites within the District, we are the only site with a Commendable rating for FY19/20.

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.

Students have completed Palm Beach Performance Assessments in writing, End of Course exams in core classes, Fall FSA retakes in language arts and math, as well as diagnostic exams in both the Fall and Winter in the areas of language arts and mathematics. The data that is available from these assessments are trending towards the intended outcome.

During the midyear, according to Reading Plus data the silent reading fluency average rate gain has increased by 24 words per minute.

The average level gain of the students has increased from 0.2% to 2.2%. The percentage of Core F's for high school students has dropped from 51% from the end of year for FY19 to 44.8% for the 2nd quarter of FY20. For middle school students, Core F's have decreased from quarter 1 of FY20 (61.9%) to quarter 2 of FY20 (47.6%). The absentee rate among middle school students has dropped from 25% to 16%. This is a strong indicator of our continued progress towards meeting student needs and achieving learning gains.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Area of concerns are attendance and level 1 on the state assessment. For attendance support we have established a truancy system comprised of counselors, BIAs, parents, students and probation officers where all participants are focused on ensuring students are in school every day and ready to learn.

To support student achievement, we have scheduled weekly focused PLCs to ensure all teachers collaborate towards research-based strategies to support the learning of the rigorous standards-based content to support the needs of all students through differentiation & small group rotations. Teachers & Leadership team analyze data from FSQs & USAs to make decisions on learning.

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. For attendance support we have established a truancy system comprised of counselors, BIAs, parents, students and probation officers where all participants are focused on ensuring students are in school every day and ready to learn.

2. South Intensive Transition school will continue to maintain or increase the academic achievement in ELA and Mathematics to remain Commendable.

To support student achievement, we have scheduled weekly focused PLCs to ensure all teachers

collaborate towards research-based strategies to support the learning of the rigorous standards-based content to support the needs of all students through differentiation & small group rotations. Teachers & Leadership team analyze data from FSQs & USAs to make decisions on learning.

3. South Intensive Transition will work in decreasing the number of school suspensions by 5%. To support a decrease in behavioral issues, we will incorporate an in-school remediation program where our BIAs will support students to return to stable functioning. We developed an SEL program managed by the BHP & Family Counselor to ensure students learned techniques & strategies to deescalate & deal with day to day issues.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	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. 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. According to Casel, Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. As the students' attendance & SEL skills improve, proficiency and learning gains rates increase, so to will the graduation rate and rate for high school readiness.
Measurable 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. Our goal is to have 51% or more of our population to demonstrate one level or more of learning gains on their ELA and Math state assessments.
Person responsible for monitoring outcome:	Reginald Jeudy (reginald.jeudy@palmbeachschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Develop school wide personalized behavior plans for all students establishing criterias for success. 2. Develop an SEL focus schoolwide to support student learning. 3. Create a Positive Behavior Support team to implement initiatives to effect positive change for student success. <p>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. 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.</p>
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. In developing a personalized behavior plan for all students, we are able to monitor behavior and attendance issues on a monthly basis to determine levels of support needed to ensure students are on track for success. 2. SEL school wide focus supports a decrease in behaivoral issues, we will incorporate an in-school remediation program where our BIAs will support students to return to stable functioning. We developed an SEL program managed by the BHP & Family Counselor to ensure students learned techniques & strategies to deescalate & deal with day to day issues. 3. Positive Behavior Support Team will implement initaitives to positively support student behavior and learning, thus developing self esteem and ensuring students' future success.

Action Steps to Implement

1. Develop school wide personalized behavior plans for all students establishing criterias for success.
 - a. Meet with parents and students to review and adapt behavior plans to meet the students needs.
 - b. Review & discuss plans with teachers to ensure fidelity.
 - c. Assign staff members to mentor & support groups of students.
 - d. Staff member meet weekly with students to have "Behavior Chats" and make decisions on next steps.
 - e. Create a template where teachers will log student names and contact attempts of absent students and review the template at bi-weekly staff conferences. Staff fills out behavior form with details on student supports.

- f. Conduct Professional Learning Conferences on a bi-weekly basis that focuses teacher attention on student absences and achievements.
- g. Monitoring will occur through PLC discussions, student attendance data & progress (Gross).

Person Responsible Reginald Jeudy (reginald.jeudy@palmbeachschools.org)

- 2. Develop an SEL focus schoolwide to support student learning.
 - a. Train teachers & administration to ensure all parties understand how to utilize SEL strategies & resources.
 - b. Develop the master schedule to incorporate SEL classes for all students.
 - c. Teachers develop lesson plans highlighting SEL strategies to support learning.
 - d. Collaborate and elicit the support of safe schools staff members (behavior coach, support services counselor to meet with students and families with attendance concerns.
 - e. Monitoring will occur through lesson plan review, classroom walk throughs, administration participation in Family Counselor & BHP (Gross)

Person Responsible Reginald Jeudy (reginald.jeudy@palmbeachschools.org)

- 3. Positive Behavior Support Team
 - a. Select a staff member to oversee the PBST initiatives.
 - b. Develop a matrix of criterias for success.
 - c. Develop an incentive plan.
 - d. Monitoring will occur through tracking student progress (Gross).

Person Responsible Reginald Jeudy (reginald.jeudy@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

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. 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. 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.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Active communications and involvement of the parents and community will include: monthly newsletters, school website, 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.

SASIT hosts business/community days where we have key members come and present to the students a variety of topics. Including but not limited to author speakers, career opportunities, college visits, and motivational discussions to support students learning, behavior and self esteem.

Additionally, we have a community member who further supports the male junior and senior students. He helps prepare them for future success by teaching various life skills like how to write a check, balance a check book, write a resume and etc. At the end of the training, the students receive a new suit to dress to impress for future interviews.

For FY21, we plan to continue to focus on the whole-student growth by ensuring we focus on behavioral and emotional needs to support learning. We plan to

1. Develop school wide personalized behavior plans for all students establishing criterias for success.
2. Develop an SEL focus schoolwide to support student learning.
3. Create a Positive Behavior Support team to implement initiatives to effect positive change for student success.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$55.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	3046 - South Area Secondary Intensive Transition	School Improvement Funds	50.0	\$55.00
Total:						\$55.00