

The School District of Palm Beach County

South Area Secondary Intensive Transition Program



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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)	2020-21 Title I School	2020-21 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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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	Position Title	Job Duties and Responsibilities
Jeudy, Reginald	Principal	The Principal oversees all areas of school functionality and is the only person who is able to provide other members access. The Principal is in charge of developing standardized curricula, assessing teaching methods, monitoring student achievement, encourages parent involvement, and revises policies and procedures toward school improvement goals.
Gross, Eric	Assistant Principal	This person is able to edit and monitor the SIP as one of the leadership team members. The Assistant Principal responds to disciplinary issues along with coordinating the use of school facilities for day-to-day activities and special events.
Powell, Tanya	Teacher, ESE	The ESE Coordinator will be able to view, read, and provide feedback in creating the school improvement plan. The ESE coordinator also adjusts and monitors ESE lessons to fit the needs of each individual child as part of an individualized education plan.
McTyere, Sonya	School Counselor	The school guidance counselor supports and communicates with staff members, parents, teachers, and students focusing on success academically, behaviorally, and socially. The guidance counselor supports school-wide testing such as the ACT, PSAT, and SAT. The guidance counselor is also the 504 contact person.
Major, Jacqueline	Teacher, K-12	Ms. Major is the department chairperson for language arts. She has viewing and read only access to the school improvement plan.

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

Total number of students enrolled at the school

53

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	1	1	27	9	5	3	7	53	
Attendance below 90 percent	0	0	0	0	0	0	0	0	6	9	4	3	7	29	
One or more suspensions	0	0	0	0	0	0	0	1	3	4	3	2	2	15	
Course failure in ELA	0	0	0	0	0	0	0	0	15	9	5	3	7	39	
Course failure in Math	0	0	0	0	0	0	0	0	10	9	3	2	7	31	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	15	5	3	1	0	25	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	15	9	5	3	7	40	
ELA Winter Diag Level 1&2	0	0	0	0	0	0	1	1	12	5	3	0	0	22	
Math Winter Diag Level 1&2	0	0	0	0	0	0	1	1	10	8	4	0	0	24	

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	0	1	15	9	5	3	7	40

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	5	0	0	0	3	8
Students retained two or more times	0	0	0	0	0	0	1	0	4	1	0	1	2	9

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	56%		57%	56%
ELA Learning Gains					51%	51%		53%	53%
ELA Lowest 25th Percentile					43%	42%		46%	44%
Math Achievement					54%	51%		54%	51%
Math Learning Gains					45%	48%		47%	48%
Math Lowest 25th Percentile					43%	45%		43%	45%
Science Achievement					73%	68%		72%	67%
Social Studies Achievement					74%	73%		73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison						
07	2021					
	2019	8%	53%	-45%	52%	-44%
Cohort Comparison		0%				
08	2021					
	2019	20%	58%	-38%	56%	-36%
Cohort Comparison		-8%				
09	2021					
	2019	8%	56%	-48%	55%	-47%
Cohort Comparison		-20%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2021					
	2019	16%	54%	-38%	53%	-37%
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison						
07	2021					
	2019	15%	35%	-20%	54%	-39%
Cohort Comparison		0%				
08	2021					
	2019	14%	64%	-50%	46%	-32%
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	17%	69%	-52%	67%	-50%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	72%	-45%	71%	-44%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	22%	64%	-42%	61%	-39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	60%	-27%	57%	-24%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

In the Fall, students in grades 6-12 will be monitored using FSQ and USA data. In addition, students in grades 9-12 who are enrolled in Edgenuity will be monitored through the software program's assessments. In the winter, students in grades 6-12 will be monitored through FSQs, USAs, Edgenuity software and district diagnostic assessments. In the Spring, in addition to FSQs, USAs, Edgenuity software, and district diagnostic assessments, students in grades 6-12 will be monitored for learning gains on Florida Standards Assessments (FSA) and end of course examinations.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	0	0
	Economically Disadvantaged	50%	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	33%
	Economically Disadvantaged	0	0	33%
	Students With Disabilities	0	0	33%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	17%	22%
	Economically Disadvantaged	0	17%	22%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	67%	29%	38%
	Economically Disadvantaged	67%	29%	38%
	Students With Disabilities	0	33%	50%
	English Language Learners	0	0	0

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	20%
	Economically Disadvantaged	0	0	25%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	100%
	Economically Disadvantaged	0	0	100%
	Students With Disabilities	0	0	100%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	20%
	Economically Disadvantaged	0	0	25%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	100%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
BLK	21	58		6	25					20	
FRL	29	56		5	20		20			23	

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	26
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	154
Total Components for the Federal Index	6
Percent Tested	91%
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 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	26
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	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend that was the most evident across all grade levels and all subgroups was the lack of progress monitoring data points. Specifically, 9% of Black/African American students scored at the proficiency level on the English Language Arts FSA. 7% of students who qualify as Economically Disadvantaged scored at the proficient level on the English Language Arts FSA. In mathematics, 8% of Black/African American students scored at the proficient level on the FSA while 7% of students who qualify as being Economically Disadvantaged scored at the proficient level on the mathematics FSA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2020-2021 school based progress-monitoring data by grade level and by sub-group district report, English Language Arts and Mathematics demonstrate the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The biggest contributing factor to the lack of data points was student attendance due to Covid. Many students remained at home during diagnostic assessments and other in-person progress monitoring tasks. With students returning to in-person schooling, South Intensive Transition school should reflect more progress monitoring data points.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The staff at South Intensive Transition school tested 91% of its student population. An increase of 27% gains in total points to become Commendable from Unsatisfactory rating. 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.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This year our school participated in distance learning techniques that attempted to reach all students no matter where they were residing.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning during the 2021-2022 school year, the staff at South Intensive Transition school will have to regain focus on in-person teaching strategies. Professional development that is geared more acutely to brick & mortar best practices will have to be reinforced after a year and a half hiatus of distant learning practices.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

South Intensive Transition school will employ the assistance of a math coach, a language arts coach and utilize the best practices outlined in the project Ignite program.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

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.

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.

South Intensive Transition will work on 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 and SEL skills improve, proficiency and learning gains rates increase. So too will the graduation rate and rate for high school readiness.
Measurable Outcome:	The intended outcome of the actions of South Intensive Transition school 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 Mathematics state assessments.
Monitoring:	The efficacy will be measured by monitoring monthly logs that reflect the attendance and communication data collected by the teachers and mental health team. The principal will continue to monitor PLCs and the attendance plan on a bi-weekly basis to determine levels of attendance. Monitor all academic gains, specifically for our ESSA identified subgroups.
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 criteria 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.
Rationale for Evidence-based Strategy:	<p>These best practices are supported by resources available at the district level.</p> <ol style="list-style-type: none"> 1. In developing a personalized behavior plan for all students, we are able to monitor behavior and attendance concerns on a regular basis to determine levels of support needed to ensure students are on track for success. 2. SEL school wide focus supports 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 and Family Counselor to ensure students learned techniques & strategies to deescalate & deal with day to day issues. 3. The Positive Behavior Support Team will implement initiatives 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 criteria for success.
 - a. Meet with parents and students to review and adept 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 members 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 completes the behavior form with details on student supports.
 - f. Conduct Professional Learning Committee meetings on a bi-weekly basis that focuses teacher attention

on student absences and achievements.

g. Monitoring will occur through PLC discussions, student attendance data and progress.

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

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 criteria for success.

c. Develop an incentive plan.

d. Monitoring will occur through tracking student progress.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After reviewing discipline data, It has clearly been reflected that the month of February has been the most active month with regards to the number of events and the number of referrals at South Intensive Transition School. The two times during the day where most of the events happen are at arrival time, and at lunch time and most events occur in the classroom. With this information, South Intensive will implement a secondary entry point during the morning arrival time to decrease the number of students traveling together. Additionally, administration will look into professional development opportunities for staff members to better proactively de-escalate a situation/student.

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 FY22, 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.

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 FY22, 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 criteria 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.

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. Our students participate in activities and studies including, but not limited to:

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 Transition integrates Single School Culture by partnering with outside agencies to provide incentives for positive behaviors and academic achievement to ensure students strive to reach their highest potential socially and academically. Our school highlights multicultural diversity within the arts. Our students participate in activities and studies including: utilizing several methods to build relationships between cultures. The school also invites guest speakers with personal experiences involving intolerance to speak to the student body. Professional development is offered to teachers to help them build strong relationships

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

South Intensive Transition School staff agrees:

- To provide a safe and positive environment conducive to learning.
 - To provide high-quality curriculum and instruction that enables students to meet high academic standards.
 - To respect and value the wide variety of cultural differences of students and families.
 - To communicate effectively and frequently with students and their families regarding individual student progress,
- as well as opportunities to be meaningful partners in learning.
- To provide parents with strategies for struggling students.
 - To promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved

The Parent/Guardian agrees:

- To be sure the student attends school regularly, is on time, prepared, and in school dress code.
- To visit and communicate with the school when possible and conference with the teacher each semester.
- To volunteer or assist the school as often as possible and ask for assistance from the school when needs

arise.

- To work with the school on student issues of attendance, absenteeism, truancy and discipline.
- To make sure a correct telephone number and correct address are on file at all times or within a reasonable timeframe (2 weeks) of moving to a new location

The Student agrees:

- To attend school every day, arrive on time (class begins at 9:30 a.m.), be prepared and dressed appropriately.
- To act in a manner showing respect to myself, teachers, staff, and classmates by following the student code of conduct.
- To do my best to complete all assignments and to ask for help when needed.
- To obey the school rules, school dress code and ID policy.
- To report dangerous situations or problems to the school and/or families.
- To take pride in the school, home, and community and be willing to follow the School-wide Positive Support (SwPBS) school universals and matrix of expectations to be FAB: Follow Directions, Avoid Aggression and Be Respectful on the campus every day.

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	\$0.00
Total:			\$0.00