

The School District of Palm Beach County

South Area Secondary Intensive Transition Program



2022-23 Ungraded 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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

South Intensive Transition School is home to students from all parts of Palm Beach County. Students at South Intensive are either part of an 8th grade accelerated curriculum program for over-aged 8th grade students or are assigned to our school based on major behavior infractions at their comprehensive school site, or as a transition school between their comprehensive school and the county detention center. In order to meet the needs of our population's diversity, our school employs behavior health professionals, family counselors, guidance counselors, co-located mental health professionals, behavior intervention assistants, and behavior coaches on top of a veteran staff of educators. Additionally, 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 school board policy 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; and The Sacrifices of Veterans and Medal of Honor recipients within U.S. History.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jeudy, Reginald	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mr. Jeudy must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Gross, Eric	Assistant Principal	<p>As Assistant Principal, Mr. Gross supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. He also supports the principal in building a culture of pride, trust, and respect. The Assistant Principal monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Mr. Gross also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Powell, Tanya	Teacher, ESE	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Ms. Powell provides families with required information regarding IDEA</p>

Name	Position Title	Job Duties and Responsibilities
		Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Begovic, Rachel	Behavior Specialist	The behavior specialist provides mental wellness awareness, education, interventions, and supports to students, families, and school staff. Their work focuses on a continuum of services – Core/Universal, Supplemental and Intensive.
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.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information**Principal start date**

Wednesday 7/1/2015, Reginald Jeudy

Total number of students enrolled at the school.

76

Total number of teacher positions allocated to the school.

11

Number of teachers with professional teaching certificates?

8

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

3

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems**2022-23****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	0	3	53	6	7	5	2	76	
Attendance below 90 percent	0	0	0	0	0	0	0	3	27	5	6	4	2	47	
One or more suspensions	0	0	0	0	0	0	0	3	26	4	6	3	2	44	
Course failure in ELA	0	0	0	0	0	0	4	3	13	0	5	2	2	29	
Course failure in Math	0	0	0	0	0	0	4	3	12	1	7	1	2	30	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	18	1	2	0	2	24	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	3	32	4	6	1	0	46	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	17	4	3	3	2	30	

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	3	33	5	7	3	2	53

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	46	2	3	0	1	53	

Date this data was collected or last updated

Wednesday 9/7/2022

2021-22 - 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	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		55%	51%					57%	56%
ELA Learning Gains								51%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								45%	48%
Math Lowest 25th Percentile								43%	45%
Science Achievement		43%	40%					73%	68%
Social Studies Achievement		53%	48%					74%	73%

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	2022					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison						
07	2022					
	2019	8%	53%	-45%	52%	-44%
Cohort Comparison		0%				
08	2022					
	2019	20%	58%	-38%	56%	-36%
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison						
07	2022					
	2019	15%	35%	-20%	54%	-39%
Cohort Comparison		0%				
08	2022					
	2019	14%	64%	-50%	46%	-32%
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	69%	-52%	67%	-50%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	72%	-45%	71%	-44%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	22%	64%	-42%	61%	-39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	60%	-27%	57%	-24%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL	100	100		73	82				70		
BLK	92	100		80	100		16		83		
HSP	92	100		62	82		8				
FRL	92	100		71	90		13		75	27	
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				

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	94%
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	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	79
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

For SY22, South Intensive Transition school focused on their student graduation rate along with students being college and career ready by increasing ELA and mathematics skill levels. In order to monitor student progress, staff members participated in Professional Learning Committees in addition to Instructional Learning Teams through the project Ignite program.

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

When comparing ELA and mathematics levels of achievement from SY21 to SY22, a substantial increase in both subjects was seen. ELA achievement levels for SY21 were; 53% scored level 1, 24% scored level 2, 18% scored level 3, and 5% scored level 4. For SY22 those percentages were: 8% level 1, 12% level 2, 32% level 3, 47% level 4, and 1% level 5. In the subject of mathematics, SY21 showed that 95% of students scored level 1 and 5% scored level 2. For the algebra 1 end of course exam in SY 21, 91% scored level 1 while 9% scored level 2. When compared to SY22, 33% of students scored level 1 in mathematics, 43% scored level 3, 5% scored level 4 and 11% scored level 5. For the algebra 1 end of course exam in SY22, 7% of students scored level 1, 17% level 2, 39% level 3, 32% level 4 and 5% level 5. These significant academic gains were largely due to the development and implementation of the school's new 8.5 ACCEL Academy, the hiring of a new math teacher, and doubling the amount of time students were exposed to language arts and mathematics curriculum.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Based on previous data trends, our school's focus will be to increase students' attendance rates. The attendance rate for students is important due to the fact that students are more likely to succeed when they attend school on a regular basis. Students who do not attend school on a regular basis have shown a tendency to score lower on state assessments as well as struggle in classes that are crucial in order to graduate from high school. In addition to falling behind academically, students who are not in school on a regular basis are more likely to negatively affect their social and emotional growth towards their future success. As a school, we will be targeting students with excessive absenteeism through school based team meetings. The staff at South Intensive Transition school will also be implementing district initiatives as well as setting up individualized plans for students who are missing more than 10% of school days per marking period. The school staff will develop student incentives and recognition events for those students who exhibit attendance rates above 95% for each marking period.

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

SY21 FSA vs. SY22 FSA results shows:

SY 21 ELA proficiency was 23% vs 80% in SY22

SY 21 Math proficiency was 0% vs 67% in SY22

Algebra 1 EOC proficiency was 0% in SY21 vs 76% in SY22

Based on the data comparison of FSA ELA proficiency levels, FSA mathematics proficiency levels, and algebra 1 end of course exam proficiency levels between SY21 and SY22, our focus will be to maintain our commendable school grade while increasing learning gains and proficiency. Our data shows that the introduction of our first class of 8.5 ACCEL Academy students was extremely successful when combined with highly capable instructional teachers. Our focus on literacy and mathematics that included remediation of standards, foundational skills building and scaffolding instruction for all students through multiple class periods has proven beneficial. Our pre-school and after school tutorial programs assisted in student success for those who participated. All teachers collaborated in the success of these two tutorial programs while our language arts and math teachers taught the bulk of the tutorial classes. Incentives and administrator support also aided the success of the tutorial programs throughout the year.

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

During ILT and PLC meetings, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lessons using vetted resources and materials from the district, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to go-to strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson studies to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLC's and common planning times as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

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

Standards based instruction will continue to be a primary focus during instructional planning sessions since both language arts and mathematics have new curriculums and new state assessments. District provided professional development opportunities for the new curriculum will be utilized to ensure teachers are instructing students with fidelity. Teachers will engage in focused professional learning committee meeting that embed professional development in order to best analyze data to drive their classroom instruction. This professional development and data analysis will strengthen the standards-based instruction to accelerate student learning in language arts and mathematics, particularly within ESSA subgroups achieving below the federal index. Teachers at South Intensive Transition school will also receive professional development on Marzano's taxonomy of instruction. With this professional

development opportunity, teachers will have a better understanding of the students' mental process when learning information.

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

South Intensive Transition school has historically been known strictly as a behavior site. SY22 was the first year that the school has instructed students in a dual enrollment format with over-aged 8th grade students enrolled in both 8th grade and 9th grade classes. This inaugural year of instruction showed great academic gains on the Florida State Assessment. However, in SY23, the state has adopted the B.E.S.T. standards and new language arts and mathematics curriculum have been introduced. Staff members must receive professional development on the new standards and assessment system in order to repeat the success of SY22. If we focus on standards-based instruction to increase the learning gains school-wide in language arts and mathematics, then we will increase student achievement and ensure alignment to the district's strategic plan.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The proficiency rate for our students in ELA for SY22 was 80%. In mathematics, our proficiency rate was 67%. In algebra, our proficiency rate was 76%. All of these scores are record highs for our school. Our school is graded based on learning gains. A statistic that has not been released up to this point. By May 2023, South Intensive Transition school will attempt to maintain the percentage of students making learning gains in language arts, mathematics, and algebra.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

At South Intensive Transition school, we strategically plan for a variety of monitoring techniques. Some of the techniques include but are not limited to; lesson plan review, data analysis, classroom walkthroughs, student work samples, portfolios, student attendance rates, data chats, formal and informal observations, professional learning committee meeting attendance, instructional leadership team attendance, formative assessments and summative assessments.

**Person responsible
for monitoring
outcome:**

Reginald Jeudy (reginald.jeudy@palmbeachschools.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Professional Learning Committees (PLC) and Instructional Leadership Teams (ILT) will ensure teachers collaboratively unite to focus on best practices and methodologies. Embedded professional development will support the development of teacher expertise and instructional strategy success and focus.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Professional Learning Committees and Instructional Leadership teams that embed professional development opportunities allow teachers and leadership an opportunity to collaborate, to analyze data and to make decisions to improve student achievement and progress.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop and PLC schedule to include all content area teachers, resource teachers, and electives. PLC meetings will focus on data analysis and effective instruction based on the identified needs.

Person Responsible Eric Gross (eric.gross@palmbeachschools.org)

An instructional coach and two demo teachers will develop and implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction, and differentiated instruction.

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

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Each morning, student attendance data will be monitored and documented on a spreadsheet by a Behavior Intervention Assistant upon entry to school. Student attendance data will also be monitored and uploaded into SIS each class period of the day by classroom teachers. Finally, the assistant principal, ESE contact, and guidance counselor will monitor student attendance data that is uploaded into SIS by classroom teachers on a weekly basis. Attendance data will be analyzed during instructional leadership team meetings which will consist of administrators, ESE contact, guidance counselor, and lead teachers. Students who have been marked absent during the week will have their absences reviewed to see if the absent day warrants and excused or unexcused absence. Based on the total number of absences and the reasons for the absences, the instructional leadership team will then determine a course of action for the student. The goal is for all students to achieve an attendance level of 90% for each marking period.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The target area of students maintaining an absentee rate of less than 10% along with related data and resulting action steps will be communicated to stakeholders in a variety of formats including but not limited to: School Advisory Council meetings, School-Parent Compact, School Improvement plan, newsletters, parent-teacher conferences, and school based team meetings.

Describe how implementation will be progress monitored.

Monitoring of attendance, including late drop-offs and early pick-ups will be monitored by our teachers, councilors, BIAs and the SBT. To address the issue, the school-based team will meet to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be reaching out to families to inform them of their student(s)' total absences and the instruction they missed as a result of the absence(s).

Administration and members of the instructional leadership team will monitor the progress of tracking attendance by reviewing data on a weekly basis. Members will review Behavior Intervention Assistant's daily data input for student check in. Team members will also monitor teachers' daily attendance reports that are uploaded into the Student Information System on a weekly basis.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Behavior Intervention Assistant will check students in during the school's intake process on a daily basis and then upload the daily attendance on a spreadsheet for administration to review.	Gross, Eric, eric.gross@palmbeachschools.org
Classroom teachers will take attendance each period of the daily and upload the attendance into the Student Information System (SIS)	Gross, Eric, eric.gross@palmbeachschools.org
Instructional leadership team members will analyze weekly attendance data in SIS to identify students who are in jeopardy of not meeting the less than 10% absenteeism rate per marking period.	Jeudy, Reginald, reginald.jeudy@palmbeachschools.org
Once students have been identified, team members will begin a truancy packet intervention. The intervention includes staff members, the student, the parent/guardian and outside agencies if necessary. The truancy packet intervention is a multi-step progressive action plan that aims to determine the root cause of the absences, alleviate the root cause, and provide opportunities to correct the behavior of missing school.	Gross, Eric, eric.gross@palmbeachschools.org