

The School District of Palm Beach County

South Area Secondary Intensive Transition Program



2023-24

Schoolwide Improvement Plan (SIP)

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South Area Secondary Intensive Transition Program

1300 S.W. 30TH AVENUE, Boynton Beach, FL 33426

<https://its.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Judy, Reginald	Principal	<p>The principal will monitor and work with all staff listed below 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 and 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. Judy 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 learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning that is 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. She 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 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...</p>
Begovic, Rachel	School Counselor	<p>The school counselor provides mental health wellness awareness, education, interventions, and supports to students, families, and school staff. Her work focuses on a continuum of services - Core/Universal, Supplemental, and Intensive.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

South Intensive Transition School utilizes their Behavior Health Professional to support the behavioral and mental health of students and to work along with the school counselors. The school also employs an ESOL Coordinator to work in conjunction with the district's multicultural department to ensure fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners. Our ESOL Coordinator also works with a District Migrant Liaison to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families. A school district police officer is on campus every day for the safety and security of all students and staff. The school has Fortify Florida Application on every computer and students are made aware of the app at our assemblies. The "Raptor System" is used to sign parents and visitors in before they can come on campus. The school's guidance counselor works in partnership with families who may experience homelessness along with the district's McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQs, USAs, NGSQs, Semester exams, Reading Plus Diagnostics, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments for language arts and mathematics will occur three times a year (PM1, PM2 & PM3). The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data. In addition we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. The Professional Learning Communities occur every other week per content area. Content area teachers meet with the administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Instructional Leadership Team meetings, Professional Learning Communities, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: COMMENDABLE 2018-19: COMMENDABLE 2017-18: UNSATISFACTORY
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	8	19	61	88	
One or more suspensions	0	0	0	0	0	0	8	18	25	51	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	9	25	38	
Course failure in Math	0	0	0	0	0	0	4	12	18	34	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	8	15	48	71	
Level 1 on statewide Math assessment	0	0	0	0	0	0	7	13	39	59	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	9	16	49	74	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	9	19	62	90

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	8	0	8	
Students retained two or more times	0	0	0	0	0	0	1	2	21	24	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	3	27	47	
One or more suspensions	0	0	0	0	0	0	0	3	26	44	
Course failure in ELA	0	0	0	0	0	0	4	3	13	29	
Course failure in Math	0	0	0	0	0	0	4	3	12	30	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	18	24	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	3	32	46	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	17	30	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	3	33	53

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	46	53

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	3	27	30	
One or more suspensions	0	0	0	0	0	0	0	3	26	29	
Course failure in ELA	0	0	0	0	0	0	4	3	13	20	
Course failure in Math	0	0	0	0	0	0	4	3	12	19	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	18	19	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	3	32	35	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	17	18	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	3	33	36

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	46	47

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	9	52	50	92	55	51	28		
ELA Learning Gains				100			56		
ELA Lowest 25th Percentile									
Math Achievement*	29	38	38	65	42	38	5		
Math Learning Gains				90			20		
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	12	68	64	12	43	40	20		
Social Studies Achievement*		67	66		53	48			
Middle School Acceleration	39			71	46	44			
Graduation Rate	25	90	89	31	65	61	25		
College and Career Acceleration		71	65		69	67			
ELP Progress		40	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	114
Total Components for the Federal Index	5
Percent Tested	84
Graduation Rate	25

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	7
Percent Tested	94
Graduation Rate	31

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	1	1
ELL	29	Yes	1	1
AMI				
ASN				
BLK	29	Yes	1	1
HSP	19	Yes	1	1
MUL				
PAC				
WHT				
FRL	17	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	71			
AMI				
ASN				
BLK	79			
HSP	69			
MUL				
PAC				
WHT				
FRL	67			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	9			29			12		39	25		
SWD	0			48			16		56		4	
ELL	0			50			17		50		4	
AMI												
ASN												
BLK	13			39			11		53		4	
HSP	0			28			18		28		4	
MUL												
PAC												
WHT												
FRL	5			24			6		31		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	92	100		65	90		12		71	31		
SWD												
ELL	100	100		73	82		0		70			
AMI												
ASN												
BLK	92	100		80	100		16		83			
HSP	92	100		62	82		8					
MUL												
PAC												
WHT												
FRL	92	100		71	90		13		75	27		

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	56		5	20		20			25		
SWD												
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	21	58		6	25					20		
HSP												
MUL												
PAC												
WHT												
FRL	29	56		5	20		20			23		

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	12%	50%	-38%	50%	-38%
07	2023 - Spring	15%	48%	-33%	47%	-32%
08	2023 - Spring	8%	47%	-39%	47%	-39%
09	2023 - Spring	*	48%	*	48%	*
06	2023 - Spring	9%	45%	-36%	47%	-38%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	0%	54%	-54%	54%	-54%
07	2023 - Spring	5%	36%	-31%	48%	-43%
08	2023 - Spring	14%	65%	-51%	55%	-41%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	11%	46%	-35%	44%	-33%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	48%	-20%	50%	-22%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	50%	-41%	48%	-39%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	63%	-63%	63%	-63%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	65%	-30%	66%	-31%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

ELA Proficiency:

FY19 - Total = 22% BLK. = 8% FRL. = 22%

FY21 - Total = 28% BLK. = 21% FRL. = 29%

FY22 - Total = 92% BLK. = 92% FRL. = 92% HSP. = 92% ELL. = 100%

FY23 - Total = 10% BLK. = 12% FRL. = 7% HSP. = 8% ELL. = 7%

ELA Learning Gains:

FY19 - Total = 67% BLK. = 55% FRL. = 67%

FY21 - Total = 56% BLK. = 58% FRL. = 56%

FY22 - Total = 100% BLK. = 100% FRL. = 100% HSP. = 100% ELL = 100%

FY23 - NA

Math Proficiency:

FY19 - Total = 24% BLK. = 17% FRL. = 24%

FY21 - Total = 5% BLK. = 6% FRL. = 5%

FY22 - Total = 65% BLK. = 80% FRL. = 71% HSP. = 62% ELL = 73%

FY23 - Total = 32% BLK. = 21% FRL. = 14% HSP. = 15% ELL = 27%

Math Learning Gains:

FY19 - Total = 46% BLK. = NA FRL. = 46%

FY21 - Total = 20% BLK. = 25% FRL. = 20%

FY22 - Total = 90% BLK. = 100% FRL. = 90% HSP. = 82% ELL. = 82%

FY23 - NA

Our low performance was seen in all content areas in FY23. The contributing factors to this decrease was due to the difference in student enrollment/placement practices at South Intensive Transition School. This new protocol caused our student enrollment in FY23 to be based more on behavior remediation rather than academic deficiencies as was the protocol in FY22. In addition, due to the fact that teachers and staff were unfamiliar with the new B.E.S.T. exam, old pacing that was used for the FSA exam was in place and teachers were not fully prepared for the new state exam. Based on this data trend our focus will be to diminish course failure as well as increase learning gains and achievement. Our data trends show additional support is needed in all content areas. Math, ELA, reading, science, and social studies classrooms will focus on remediation of standards, foundational skills, and scaffolding instruction using research-based strategies. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC's we can ensure that all students receive rigorous instruction and small group support to meet their needs.

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

The data component the showed the largest decline in comparison to the previous year was within all grade levels of ELA. In total, our school dropped 82 percentage points from the previous year. Several contributing factors in addition to the new student placement practices that were implemented are that we needed to

address students' specific needs sooner than we did. Instead of waiting until the end of fall to begin closing

gaps we needed to start right after returning to school. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk during our PLC meetings. In previous years we dedicated time before the school day began for tutorial opportunities. This past year we did not set time for that type of tutoring with fidelity until after the first semester. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

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.

When looking at the FAST Progress Monitoring data for Window 3 we see the following data.

School State School State

Gr. 6 ELA Proficiency 9% 47% Gr. 6 Math Proficiency NA 54%

Gr. 7 ELA Proficiency 15% 47% Gr. 7 Math Proficiency 5% 43%

Gr. 8 ELA Proficiency 8% 47% Gr. 8 Math Proficiency 14% 55%

Gr. 9 ELA Proficiency NA 48%

Gr. 10 ELA Proficiency 12% 50%

This data shows that we have under performed the state in all grade levels in both ELA and Math by a significant margin. The 2 largest achievement gaps can be seen in 7th grade math and 8th grade math. One of the contributing factors was the new student placement practice that was implemented at the district level. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk during our PLC meetings.

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

South Intensive Transition school did not show any improvements from its previous year test results. The test results from PM1 to PM3 also decreased throughout the year in the subject areas of ELA and math.

ELA: PM1 = 14.9% PM2 = 12.5% PM3 = 9.2%

Math: PM1 = 33.3% PM2 = 14.3% PM3 = 7.7%

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are Level 1 state assessments in ELA & Math along with 10% or more absentee rate.

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

* Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

* Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment with a focus on collaboratively examining data with an equity lens - from improvement cycles, formative assessments, or other relevant data that can inform practice.

* We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction as well as ongoing district provided professional development in reading and math.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors. FY22 FY23

Number of Incidences: 66 82

Total Number of OSS: 27 54

Measurable Outcome:

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

Student Outcome: The school will reduce the amount of referrals by 10% by December 22, 2023 and by another 10% by May 31, 2024

Teacher Outcome: By December 22, 2023, 80% of our teachers will positively reinforce student behaviors. By May 31, 2024, 100% of our teachers will positively reinforce student behaviors.

Monitoring:

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

Administration, along with the School Wide Positive Behavior Support (SWPBS) team will review and monitor student discipline on a monthly basis. Monitoring efforts will include:

- *Classroom observation
- *Class Dojo reports
- *Student incentive participation
- *Discipline Dashboard reports

Person responsible for monitoring outcome:

Reginald Jeudy (reginald.jeudy@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- *Choice Programs / ACCEL Academy
- *Schoolwide Discipline Plan
- *Schoolwide Attendance Plan
- *CHAMPS
- *SWPBS
- *Parent Involvement
- *Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

*ACCEL: The ACCEL Academy aims to develop over aged 8th graders into accelerated high school freshmen.

*Schoolwide Discipline Plan: A systematic approach to discipline that enhances learning outcomes for all students.

*Schoolwide Attendance Plan: An attendance plan will ensure all stakeholders understand the expectations and support all students to be in school on time.

*CHAMPS: is a classroom management program to improve student behavior plus strengthen engagement through a strategic system of expectations.

*SWPBS: supports the decrease of levels of disruptiveness to improve school climate.

*Parent Involvement in schools improves student attendance, social skills, and behavior.

*Required Instruction 1003.42 and Policy 2.09: Positive school culture/environment reflects a supportive/fulfilling environment, learning conditions that meet the needs of students, people who are sure of their roles/relationships in student learning, and a culture that values trust/respect/high expectations. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Schoolwide Discipline Plan:

Provide teachers with training to understand the Class Dojo software and student point sheets.

Person Responsible: Rachel Begovic (rachel.begovic@palmbeachschools.org)

By When: By September 2023, all teachers will be trained in Class Dojo

CHAMPS/SWPBS

Provide teachers with professional development to understand

CHAMPS/SWPBS

Ensure all expectations are clearly explained and understood

Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms

Monitor executions and implementation with fidelity.

Person Responsible: Rachel Begovic (rachel.begovic@palmbeachschools.org)

By When: By September 2023, the RISE matrix of expectations will be posted in all common areas and classrooms. By December 2023, teachers will have professional development opportunities for CHAMPS training.

Policy 2.09 and Required Instruction Florida State Statute 1003.42

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

(g) History of Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Character-development program with curriculum to address: patriotism; responsibility; citizenship;

kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. Our school highlights multicultural diversity within the curriculum and the arts.

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

By When: By June 1, 2024 South Intensive Transition school will affirm that all actions pertaining to Policy 2.09 and FSS 1003.42 will be met.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment to the District's Strategic Plan, we ensure all students engage in teaching and learning that results in academic excellence. Our instructional priority is to use trends in student data to identify needs and instructional practices in order to display academic achievement. The math proficiency results were our lowest performing categories when comparing the scores to the state's average score. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains and improvements school wide.

Math Proficiency levels:

School State

6th grade: NA 54%

7th grade: 5% 43%

8th grade: 14% 55%

Algebra 1: 30% 54%

Geometry: 10% 49%

Measurable Outcome:

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

Student Outcome:

By February 2024, we will increase the overall percentage of students scoring level 3 or higher on the math Progress Monitoring by 5%. By May 2024, South Intensive will attempt to increase the overall percentage of students scoring level 3 or higher on the math Progress Monitoring by another 5%.

Teacher Outcome:

By February of 2024, 50% of our teachers will effectively utilize the Gradual Release Model of instruction, by

ensuring specific focus on the "you do" portion of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard. By May 2024, 90% of our teachers will effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" portion of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

Monitoring:

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

At South Intensive Transition School monitoring efforts will include but are not limited to:

- *Lesson plan reviews
- *Classroom observation/walkthroughs
- *Data driven PLC meetings twice per month
- *Content specific Professional development on a monthly basis
- *Student Data chats
- *Student work samples/portfolios
- *Student attendance
- *Formative/Summative assessments

Person responsible for monitoring outcome:

Reginald Jeudy (reginald.jeudy@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional Learning Committees (PLC) and Instructional Leadership Teams (ILT) will ensure teachers collaboratively unite to focus on best practices and methodologies. Both district provided & embedded professional development opportunities will be made available to support the development of teacher expertise and instructional strategy success and focus. Tutoring programs for students will begin early in the school year to ensure learning. Tutoring events will be held both before school and on Saturdays. Tutorial lessons will focus on the most recent student data as it pertains to benchmark deficiencies. Teachers will incorporate small group instruction to support students' learning at their ability.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Professional Learning Committees and Instructional Leadership teams will review student data and collaborate on evidenced-based best practices. This will in turn improve instructional delivery of lessons which will improve benchmark proficiency. Staff will also review district provided professional development workshops and share what they have learned with colleagues to gain a better understanding of the tested standards. Students who participate in tutorial programs have historically demonstrated an increase in student achievement based on the most recent data from standardized assessments. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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 a PLC schedule to include all content area teachers, resource teachers, and electives. PLC meetings will focus on student data analysis and effective instructional practices that address identified needs.

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

By When: PLC meeting will begin September 1, 2023

Content area chair persons must attend district provided professional development training. In addition, chair persons must then hold professional development training sessions for their content area colleagues at the school center.

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

By When: District provided professional development will occur quarterly. School initiated professional development will be held monthly.

Small group instruction will begin within the first four weeks of school. Teachers will review data from Fy23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

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

By When: By September 8, 2023 content area teachers will present their small group lesson plans in the PLC meeting.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Resources and allocations are focused on:

1. ESOL and ESE resource teachers that support classrooms during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the district reading collaboration team provides professional development.
6. Quarterly data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
7. The District Reading Collaboration team provides professional development to schools based on needs.
8. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	3046 - South Area Secondary Intensive Transition	UniSIG		\$3,062.82
			Notes: Tutoring and instructional supplies - notebooks and pencils (\$65.73), measuring cups, measuring tapes, student response boards, fraction tiles, algebra tiles, calculators (\$2,997.09). Total = \$3,062.82.			
	5100	519	3046 - South Area Secondary Intensive Transition	UniSIG		\$514.18
			Notes: Technology supplies - headphones to facilitate use of adaptive technology programs - 47 x \$ 10.94 = \$514.18. SDPBC Code 510.			
	5100	160	3046 - South Area Secondary Intensive Transition	UniSIG	0.15	\$3,630.00
			Notes: Morning, afterschool, & Saturday tutorial support for math starting October 2023. Salaries: Non-certified tutors x 242 hours x \$15 per hour = \$3,630. SDPBC Code 180.			

	5100	200	3046 - South Area Secondary Intensive Transition	UniSIG		\$1,192.00
			<i>Notes: Benefits for non-certified tutor support. \$3,630 x 32.85% = \$1,192. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/ Unemployment - 1.70%</i>			
	6400	330	3046 - South Area Secondary Intensive Transition	UniSIG		\$1,101.00
			<i>Notes: Staff will attend BSI Summer Institute to strengthen knowledge of UniSIG, Out of County Travel: \$180 transportation x \$777 lodging x \$144 per diem = \$1,101.</i>			
Total:						\$9,500.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No