
Title I Comprehensive Schoolwide Plan

SOUTH AREA SECONDARY INTENSIVE TRANSITION PROGRAM (3046)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on FSQ and USA data along with progress monitoring data from PM1 and PM2 throughout the 2024 school year, the data reflects the following needs: 1. Among students enrolled in 6th–8th grade ELA, 96.8% (61/63) perform at a level 1 or 2. 2. Among students enrolled in 9th–12th grade ELA, 100% (25/25) perform at level 1 or 2.

2. List the root causes for the needs assessment statements you prioritized.

1. Students struggle with understanding rhetoric, due to a lack of vocabulary, understanding of morphology, and ability to decipher both the denotation and connotation of words. 2. Students struggle with reading across genres, because they lack the ability to identify genres and evaluate their purpose. 3. Student assessments reflect rigorous vocabulary within questions that effect the students' understanding of what is actually being asked of them. 4. Students are having difficulty staying attentive while reading passages that are longer in length.

3. Share possible solutions that address the root causes.

1. All classroom teachers can incorporate a word-wall that would include a familiar word, along with synonyms to help increase the rigor of the vocabulary students will be able to recall. 2. School staff can focus on the software program Reading Plus and create a competition on the amount of learning gains students earn in a given period of time. 3. Teachers can utilize a vertical progression of benchmarks to support instructional planning.

4. How will school strengthen the PFEP to support ELA?

• Communication

Communication with family members should be conducted on a more frequent basis. Communications should be for both positive and negative information. Communication should include multiple resources such as phone calls, letters, emails, Zoom meetings, Face Time, Class Dojo stories, etc...

- **Parent Training**

Parent trainings to support ELA at home should be posted on-line and through emails for parents that cannot attend in-person trainings.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

South Intensive Transition school will work with its staff on incorporating students' interests within lessons to increase student engagement. Teachers will also deploy the gradual release model and instructional student grouping technique more effectively in their classrooms to assist in student participation. ELA teachers will also incorporate Reading Plus on a more consistent basis within their classroom while working in small groups.

- **Students**

Students will attend school on a consistent basis with a target goal of at least 90%. Students will also participate in the Reading Plus competitions and other classroom activities that staff members will host throughout the year.

- **Parents**

Parents will be active members of the school community by attending events that the school will host throughout the year. Parents will receive monthly updates on school events and be able to contact their teachers to check on the progress of their child for both academics and behaviors.

- **Staff Training**

Staff trainings are needed to assist teachers in understanding how to better engage students in classroom lessons. If students are interested and more engaged, then there is a higher chance of students sparking the interest of their parents. If the students are participating, they will be able to persuade their parents to take a more active roll in the school.

- Accessibility

Accommodations for families with disabilities, limited English proficiency, physical accessibility concerns, those experiencing homelessness, or are engaged in migrant work need to be made aware of the resources that are available to assist them. In addition, flexibility with times and technology options also need to be addressed with some latitude.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on FSQ and USA data along with progress monitoring data from PM1 and PM2 throughout the 2024 school year, the data reflects the following needs: 1. Among students enrolled in 6th-8th grade math classes, 90.8% (59/65) score at a level 1 or level 2. 2. Among students enrolled in 9th-12th grade math classes, 100% (18/18) score at a level 1 or level 2. 1. The biggest area of weakness that was illustrated is with the benchmarks that address number sense and operations. 2. Two other benchmarks that students showed as a weakness are algebraic reasoning and proportional reasoning and relationships. 3. The three other benchmarks that were identified as areas of weakness are linear relationships, data analysis, and functions.

2. List the root causes for the needs assessment statements you prioritized.

1. Students have difficulty staying engaged in learning foundational mathematic skills that they feel they have already mastered; differentiated of instructional practices is needed to compact mastered curriculum and provide targeted instruction for unmastered skills. 2. Many students do not take assessments such as PM1, PM2, FSQs, USAs seriously since they do not need to pass these to be promoted. 3. Historically low attendance rates have decreased students' exposure to essential skills and vocabulary needed to perform well on assessments. 4. Historical Chronic Absenteeism before coming to South Intensive has led to a low level of master of number sense and operations among a majority of students. 5. Lack of foundational knowledge makes attainment of skills nearly impossible in algebraic, liner, and proportional reasoning and relationships, data analysis, and functions

3. Share possible solutions that address the root causes.

1. School staff can purchase and focus on the software program IXL in addition to Math Nation as an additional resource to demonstrate mathematical strategies for those students needing additional assistance. 2. Teachers can utilize a vertical progression for scaffolding benchmarks to support instructional planning. 3. All mathematics classroom teachers can incorporate anchor charts that would include vocabulary and flow charts to help increase the rigor of the vocabulary students will be able to recall and to give students a visual reminder of mathematical processes.

4. How will school strengthen the PFEP to support Math?

- **Communication**

Communication with family members should be conducted on a more frequent basis. Communications should be for both positive and negative information. Communication should include multiple resources such as phone calls, letters, emails, Zoom meetings, Face Time, Class Dojo stories, etc...

- **Parent Training**

Parent trainings to support mathematics at home should be posted on-line and through emails for parents that cannot attend in-person trainings.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

South Intensive Transition school will work with its staff on incorporating students' interests within lessons to increase student engagement. Teachers will also deploy the gradual release model and instructional student grouping technique more effectively in their classrooms to assist in student participation. Math teachers will also incorporate IXL (once purchased) on a consistent basis within their classroom while working in small groups.

- **Students**

Students will attend school on a consistent basis with a target goal of at least 90%. Students will also participate in the classroom hands-on activities that teachers will host throughout the year.

- **Parents**

Parents will be active members of the school community by attending events that the school will host throughout the year. Parents will receive monthly updates on school events and be able to contact their teachers to check on the progress of their child for both academics and behaviors.

- **Staff Training**

Staff trainings are needed to assist teachers in understanding how to better engage students in classroom lessons. If students are interested and more engaged, then there is a higher chance of students sparking the interest of their parents. If the students are participating, they will be able to persuade their parents to take a more active roll in the school.

- **Accessibility**

Accommodations for families with disabilities, limited English proficiency, physical accessibility concerns, those experiencing homelessness, or are engaged in migrant work need to be made aware of the resources that are available to assist them. In addition, flexibility with times and technology options also need to be addressed with some latitude.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Science?

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

How will each stakeholder group strengthen the School-Parent Compact to support Science?

- How will each stakeholder group strengthen the School-Parent Compact to support Science?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Social Studies?

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?**

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Graduation Rate?

How will school strengthen the PFEP to support Graduation Rate?

- How will school strengthen the PFEP to support Graduation Rate?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Provide instructional resources and support for all core content areas (English Language Arts, Social Studies, Science, and Mathematics) to increase learning outcomes for all students, primarily those identified as at-risk of not meeting standard levels of academic achievement.

Budget Total: \$55,188.31

Acct Description	Description										
Computer HW; non-cap	Item	Quantity	Rate	Total							
	Verbatim stereo ear buds #839469 for adaptive technology use by students	10	\$2.25	\$22.50							
	Maxwell Headphone w/micropone#7266695 for adaptive technology use by students	10	\$9.99	Original	\$99.90						
	Koss KPH7 Portable over ear headphone#532073 for adaptive technology use by students	48	\$9.39	Original	\$450.72						
	Allocation differential per survey 3 data reducing listed headphones	1	-\$95.81	Original	-\$95.81						
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		
	Non Certified staff to provide tutorial in ELA, Math, Social Studies, and Science for level 1 and 2 students in corresponding content areas, with an estimated start date in October 2024	2	\$15.00	2	2	28	Non-Certified	Original	\$3,360.00		
	Non-certified staff to provide Saturday tutorial in ELA, Math, Social Studies, and Science for level 1 and 2 students in corresponding content areas, with an estimated start date in October 2024	2	\$15.00	1	3	1	Non-Certified	Original	\$90.00		
	Certified staff to provide Sat. tutorial in ELA, Math, Social Studies, and Science for level 1 and 2 students in	3	\$37.00	1	3	28	Certified	Original	\$9,324.00		

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	corresponding content areas, with an estimated start date in October 2024									
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Spiral notebooks, college ruled 8X10,#824270pk									
	Pencils (Pk of 72)									
	Dry Erase Expo White bd cleaner 8oz#204057									
	Composition book college ruled pk24 #998584									
	Scholastic, Lang. Art MS, Ms. Burch-Scope,25									
	Shipping									
	Dry erase markers #307512 (pack)									
	Binders, 1/2 #396941									
	Scholastic, MS Jefferson, JR scholastic, 25									
	Scholastic, HS Science, Pegg - Science world,15									
	Scholastic Lang. Art HS, Ms. Major -choices,15									
	Scholastic MS Science, Glenn -science world,25									

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Lexmark toner C3426 B341H00 for student print	3	\$267.74	Technology	Original	\$803.22
	Lexmark CS521 black	2	\$85.00	Technology	Original	\$170.00
	Scholastic Lang. Art MS, Ms. Burch-Action,25	1	\$249.75	Instructional Materials	Original	\$249.75
	Scholastic, LAN, HS,Ms. Major NYT Upfront,10	1	\$99.90	Instructional Materials	Original	\$99.90
	Post it with grid 25X30, pk 2	2	\$68.29	General Supplies	Original	\$136.58
	Scholastic Lang. Art HS, Ms. Major - Action,15	1	\$149.85	Instructional Materials	Original	\$149.85
	Lexmark toner CS521, Magenta, Cyan Yellow 3 each	6	\$85.00	Technology	Original	\$510.00
	Scholastic,Hoshing HS Soc. Studies,15	1	\$149.85	Instructional Materials	Original	\$149.85
	Dry Erase Marker #856080, Pk (student use)	25	\$14.44	General Supplies	Original	\$361.00
	Copy paper	3	\$47.40	General Supplies	Original	\$142.20
	Pens Pilot #790801 (blue)	10	\$10.84	General Supplies	Original	\$108.40
	Post it easel Pad (pkof 2)	1	\$70.39	General Supplies	Original	\$70.39
	Lexmark toner Black (MS421)	3	\$215.00	Technology	Original	\$645.00
	Allocation differential per survey 3 data reducing listed supplies.	1	-\$5,554.69	General Supplies	Original	-\$5,554.69

Acct Description	Description
Paraprofessional	Paraprofessional will provide pull-out and push-in instructional support for all level 1 and level 2 in the area of Mathematics and English Language Arts for students in grades six (6) through twelve (12).

Action Step: Professional Development

Provide staff professional learning (and the redelivery of such) to strengthen each instructor's toolkit in improving content-area academic performance for at-risk students.

Budget Total: **\$0.00**

Acct Description	Description	Quantity	Rate	Type	Total
Travel out-of-state	Item 34th Annual National Dropout Prevention Conference (10/13/24 - 10/16/24, New Orleans, LA); To equip instructional team with best practices to prevent underperforming students from dropping out of school and graduating on time, or as close as possible. (Per Diem: \$108 per day for all three meals + \$19 for one day of dinner). (Breakdown: Registration - \$645.00, Transportation - \$703.00, Lodging - \$956.00, Per Diem: \$127.00). **note: per diem is \$36 per day x 4 days + \$19 dinner one day. Also, \$273 rental car included with flight in transportation.	1	\$2,431.00	Original	\$2,431.00
	Removing travel per allocation differential based on survey 3 data.	1	-\$2,431.00	Original	-\$2,431.00

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$804.94

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pens Pilot #790801 (blue)	10	\$10.84	General Supplies	Original	\$108.40
	Pencils (pk of 72)	5	\$11.39	General Supplies	Original	\$56.95
	Post it easel pads (pack of 2), #360990	3	\$70.39	General Supplies	Original	\$211.17
	Pens Pilot #952733 (black)	8	\$10.84	General Supplies	Original	\$86.72
	Expo Markers, #284571	15	\$3.82	General Supplies	Original	\$57.30
	Copy paper	6	\$47.40	General Supplies	Original	\$284.40

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

South Intensive Transition school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family and community partnerships through communication, resource support, and training. South Intensive will work to enable and encourage all parents to participate as informed partners with school personnel in implementing the Title I school and home programs in an effort to improve student academic achievement and school performance. South Intensive Transition school is committed to involving parents in shared decision-making and encouraging parents to become active participants in their child's educational process by effectively communicating instructional goals, creating an environment that is inviting for parents, and establishing the school as the center of our community.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Reginald Jeudy	Principal
Eric Gross	Assistant Principal
Diana Berrieum	Guidance Counselor
Tanya Powell	ESE Contact
James Pegg	High School teacher/grade chair
Alonzo Jefferson	Middle School teacher/grade chair
Alton Lane	Lead BIA
Fabian Campbell	Head Custodian
Mark Hoshing	SAC Chair

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

The SAC committee is composed of the Principal, teachers, parents, education support employees, students, and business/community representatives. Teachers, parents, education support employees, and students are all elected by their peers to become members of the SAC. Business/Community representatives are appointed to the SAC by the principal. SAC representation must be in balance with the school's demographics. Elected SAC members are responsible for the development and implementation of the School-wide plan. In addition, the SAC chairperson invites non-elected SAC members such as school staff, parents, and business/community stakeholders to volunteer in the development of the School-wide plan during SAC meetings.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders are involved in the development of the School-wide plan through a comprehensive needs assessment process and through parent input meetings. On February 8, 2024 at 8:15am, parents, teachers, staff members and community stakeholders gave critical input for the school-wide plan to be implemented in SY25. Stakeholders will also be jointly involved when participating in our School Advisory Council (SAC) Meetings held on the second Wednesday of each month. The SY25 SAC meetings are scheduled for 9/11/24, 10/9/24, 11/6/24, 12/11/24, 1/15/25, 2/12/25, 3/12/25, 4/9/25, and 5/7/25 at 8:15am for each meeting.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders indicated that South Intensive Transition School continues to have difficulty with employing enough certified teachers. Stakeholders stated that it is imperative that South Intensive Transition School hires new certified teachers to fill in vacant teaching positions rather than long-term substitutes. Stakeholders also recognized that the class sizes have drastically increased and South Intensive Transition School needs more rooms/portables and staff to accommodate the increased student population and have a lower student to teacher ratio in order to effectively provide services.

Name	Title
Reginald Jeudy	Principal
Eric Gross	Assistant Principal

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;

- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Title I annual meeting for South Intensive Transition school will be held both virtually through Google Meets and in person on August 29, 2024 at 8:15am.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents will be notified through parent and student emails, through robo calls, and through flyers sent home with students in the languages of English, Spanish, and Creole..

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Resources for this meeting include the Title I Annual Meeting PowerPoint. This PowerPoint will cover the topics of: What is Title I, Qualifying for Title I, Title I, Schoolwide Plan (SWP), Parent & Family Engagement Plan (PFEP), the School-Parent compact, Parents' Right to know, Migrant Education Program and Services for Homeless Families.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent Engagement #1

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to communicate and demonstrate with parents the basics of utilizing Class Dojo for communication and student behavior monitoring and reporting.

- What is the expected impact of this training on family engagement?

Through mutual understandings of students' behavior during the school day, as well as day to day expectations and assignments, teachers and parents will increase communication for the success of the student.

- What will teachers submit as evidence of implementation?

Teachers will submit a sign-in sheet of attendance, a copy of the agenda, and a sample of communication with parents through the ClassDojo application. Teachers will also submit an invitation to parents to sign-up for Class Dojo.

- Month of Training

August 2024

- Responsible Person(s)

Eric Gross

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Parent Engagement #1

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parent Engagement #2

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be able to discuss with parents and families mental health resources available to them through the caring first portal. Teachers will also become aware of services provided by the Outreach Center, and be more aware of the signs of suicide, homelessness and the McKinny Vento resources available through the school district.

- What is the expected impact of this training on family engagement?

Through better understanding, teachers maybe better equipped to talk with parents about resources available to families in need.

- What will teachers submit as evidence of implementation?

Teachers will submit a copy of the sign-in sheet, the agenda, and a copy of the monthly newsletter that communicates some of the resources available to families in need.

- Month of Training

February 2025

- Responsible Person(s)

Eric Gross

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Parent Engagement #2

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Learning Language Arts

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support students learning at home, parents will be able to navigate various websites and resources that are available to help prepare their children for the State assessment in language arts.

- Describe the interactive hands-on component of the training.

Parents will work alongside staff members on computers to explore recommended sites and resources that are made available at home for students to hone their skills in English Language Arts.

- What is the expected impact of this training on student achievement?

As a result of this training, parents will be able to access a variety of ELA resources that they can work on with their child at home. The expected impact of this training is that more students will be better prepared for the state assessment in language arts.

- Date of Training

10/23/2024

- Responsible Person(s)

Jacqueline Major

- Resources and Materials

Computers, Chart paper, markers, copy paper for parent handouts, refreshments for parents.

- Amount (e.g. \$10.00)

\$0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Mania

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support students learning at home, parents will be able to navigate various websites and resources that are available to help prepare their children for the state assessment in Mathematics.

- Describe the interactive hands-on component of the training.

Parents will work alongside staff members on computers to explore recommended sites and resources that are made available at home for students to hone their skills in Mathematics.

- What is the expected impact of this training on student achievement?

As a result of this training, parents will be able to access a variety of Mathematic resources that they can work on with their child at home. The expected impact of this training is that more students will be better prepared for the state assessment in Mathematics.

- Date of Training

1/22/2025

- Responsible Person(s)

Eric Hollander

- Resources and Materials

Computers, Chart paper, markers, copy paper for parent handouts, refreshments for parents.

- Amount (e.g. \$10.00)

\$0.00

5. Parent and Family Capacity Building Training #3

• Name of Training

N/A

• What specific strategy, skill or program will parents learn to implement with their children at home?

N/A

• Describe the interactive hands-on component of the training.

N/A

• What is the expected impact of this training on student achievement?

N/A

• Date of Training

N/A

• Responsible Person(s)

N/A

• Resources and Materials

N/A

• Amount (e.g. \$10.00)

\$0.00

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Exceptional Student Education Department

- Describe how agency/organization supports families.

The ESE department of the SDPBC supports families in students transitions, placements, compliance concerns and IEP development for all ESE students.

- Based on the description list the documentation you will provide to showcase this partnership.

Annual Audit report, IEP meeting notes, ESE placement meeting notes

- Frequency

Daily

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Living Skills in Schools

- Describe how agency/organization supports families.

Living Skills in Schools support our students and families by providing education about substance use and resources.

- Based on the description list the documentation you will provide to showcase this partnership.

Email confirmations of dates from Living Skills and Schools, pictures of staff presenting to the students, flyers/handouts of materials presented.

- Frequency

Once a quarter.

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Faulk Center

- Describe how agency/organization supports families.

The Co-located Mental Health Counselor from the Faulk Center works with students to address mental health concerns that will improve interpersonal and family relationships.

- Based on the description list the documentation you will provide to showcase this partnership.

Service log, co-located mental health professional agency agreement between the school and the company, same handouts provided to students/families

- Frequency

Ongoing

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

South Intensive Transition school provides families with current information about our Title 1 program throughout the year. A newsletter is available to highlight school events and celebrate student/staff successes, along with parent resources and links to support parents. The school's website offers detailed information about the staff and functionality of the school. In addition, SIS Gateway provides a link to parent/teacher communication and academic monitoring. The School Advisory Council offers a venue for staff, parents, business partners, and other stakeholders to assist with school improvement.

- **List evidence that you will upload based on your description.**

Newsletters, screen shots of the school website, screen shot of SIS communications.

- **Description**

In order to inform parents about curriculum and proficiency levels their children are expected to meet, South Intensive Transition School offers a Literacy/Writing Workshop and a Mathematics/Science Fair Workshop where families have the opportunity to learn different strategies that enhance academic skills. Parents are invited to our Parent Training in October 2023 and January 2024 from 6-8 p.m. in the cafeteria and on Google Meets. The specific date and details are forthcoming. South Intensive Transition School also provides necessary literacy, mathematics and science updates throughout the year for parents. Additionally, the school's staff works closely with community-based organizations and businesses, including faith-based organizations, to offer opportunities for parent involvement.

- **List evidence that you will upload based on your description.**

Parent training handouts, sign-in sheets, and agendas.

- **Description**

Parents are encouraged to attend meetings that outline state assessment requirements for student proficiency. Parents are given strategies to help their child at home. Additionally, families are encouraged to attend a technology workshop, designed to provide you with information on various online programs throughout the school, district and state.

- **List evidence that you will upload based on your description.**

Sign-in sheets, agendas, handouts, presentation materials.

- **Description**

Parents are invited to attend the Title I Annual Meeting on August 29, 2024. Parents/guardians review the Title I School-Parent Compact during the Title I annual meeting. Parents are strongly encouraged to attend monthly School Advisory Council (SAC) meetings throughout the school year in order to provide input in allocating Title I funds. The monthly SAC meetings will be held on the second Wednesday of each month at 8:00am in the cafeteria.

- **List evidence that you will upload based on your description.**

Title I annual meeting presentation materials, sign-in sheets, school-parent compact

- Description

Parent meetings are scheduled at flexible times throughout the school year for your convenience. Upcoming meetings include morning SAC meetings, Parent Trainings, Open House, Parent Orientation and ongoing parent/teacher conferences. If parents are unable to attend a scheduled meeting, simply contact the school and a summary of the meeting will be issued upon request.

- List evidence that you will upload based on your description.

Sign-in sheets, agendas with various times, meeting summaries, and call logs.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

South Intensive Transition school provides oral and written translation services when requested through the use of interpreters and translated documents in English, Spanish and Creole for all meetings including but not limited to: parent-teacher conferences, SAC meetings, parent trainings, and IEP/LEP meetings.

- List evidence that you will upload based on your description.

Student/school compacts, PFEP summaries, and invitations will all be translated in 3 major languages; Spanish, English, and Creole.

- Description

South Intensive Transition school has been constructed in accordance with ADA guidelines and is considered an ADA compliant building. The school provides disabled parking spaces, special seating during meetings, along with hearing and vision interpreters when necessary. South Intensive Transition school will provide a welcome packet of information for new families. In addition, home visits will be conducted as needed. The school will also work in cooperation with the Migrant Education Program and the McKinney Vento program of the SDPBC to provide necessary support to families as needed. Additionally, South Intensive will provide uniforms, school supplies, food, and information about available services.

- List evidence that you will upload based on your description.

Photos of handicapped parking spaces, ramps, and audio enhancement equipment.

- Description

South Intensive Transition school will provide a welcome packet of information for new families. In addition, home visits will be conducted as needed. The school will share information about available services through Migrant Education Program to our families as well as distribute uniforms and school supplies as needed to assist families. The school will also make referrals to the Migrant Department and provide further assistance through the Title I part C Migrant Education department as necessary.

- List evidence that you will upload based on your description.

SIS comment log verification of home visits as necessary. Provide a list of services offered posted on the school's website. Slides in the Title I annual meeting presentation sharing migrant services offered.

- Description

South Intensive Transition school will provide a welcome packet for new families. Additionally, South Intensive will provide uniforms, school supplies, food, and information about available services. The school will conduct home visits and Student Housing Questionnaires as well as reach out to the McKinney Vento program of the SDPBC or other organizations for support as needed.

- List evidence that you will upload based on your description.

Completed needs survey, Student Housing Questionnaire (SHQ) form (2479), and McKinney-Vento program flyer of services offered

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or

- Promote healthy habits;
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

At South Intensive Transition School, we employ a family counselor, a co-located mental health counselor, a behavior health professional as well as a guidance counselor who services the students on a daily basis. The collaboration of these services allows our students to build a mind and skillset beyond the classroom. Counselors respond to students' crises and any mental health concerns including but not limited to, anxiety, divorce, parent loss, self-esteem, bullying, decision-making, etc. Our counselors also support family needs through home visits and connections to community resources and outreach programs. Additionally, the school hosts a behavior coach, school psychologist, and Safe Schools resource associate to assist students with academic issues and skills for lifelong learning. Our guidance counselor in addition to scheduling, conducts data chats and grad chats with students to help them set goals, review their progress towards goals, and plan for college or careers after high school. In addition to the core academic middle and high school teachers and ESE direct instruction teachers, the school provides special education services using an inclusion model via a certified support facilitation teacher. Additional efforts are made to address the needs of low-achieving and/or at-risk students, by having a resource teacher pushing into ELA classes and through the assistance of our family counselor who conducts home visits, builds coping skills, addresses students life long learning needs, assist students with fostering a growth mindset, encourages positive behaviors throughout the campus and mentors students who are in need of additional support in academics or socially. All students are paired with a designated mentor with the goal of supporting each student's academic, skills for lifelong learning, and physical needs. Every staff member participates in the school-wide mentoring program entitled Mentoring Matters. Our mentoring program provides various models of support, which include: individual, small group, and grade-level rotations. To address positive school climate and safety, classroom discipline and behavior management, student self-management, and interventions for students exhibiting skills for lifelong learning challenges and/or behavioral challenges; the Positive Behavior Interventions and Supports team describes a set of strategies or procedures designed to improve behavioral success by employing non-punitive, proactive, systematic techniques. It addresses the culturally appropriate application of positive behavioral interventions and systems to achieve socially important behavior changes. Implemented with fidelity, it improves school climate, reduces negative behavior, strengthens responsible behavior, and increases academically engaged time. School-wide positive behavior universal guidelines entitled "RISE" (Respect; Integrity; Safety; Excellence) are evident throughout the school. Students can earn points on a daily basis when they follow these universal guidelines. Positive praise and Point Sheets are used to reinforce behaviors. Students can use their Points for weekly reward incentives.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;

- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model* to conduct all meetings. Meetings are held every other Monday. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed, which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures the necessary resources are available and the intervention is implemented with fidelity. All student progress is monitored using probes from EasyCBM. Each case is assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via email, letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during Professional Learning Community (PLC) meetings, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Tier 1 Implementation: First best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in the program Reading Plus for reading and EDIA, DreamBox and Math Monitoring programs in Blender for math. In order to ensure a positive learning environment students are expected to adhere to the "RISE" expectations (Respect; Integrity; Safety; Excellence). Tier 2 Implementation: SOME students receive in addition to Tier 1 instruction, an additional 60 minutes of intensive intervention. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. Members of the school-based RtI Leadership Team meet with the School Advisory Council (SAC) in developing the School Improvement Plan. Utilizing the previous year's data, information on Tier 1, and Tier 2, targets and focus attention on deficient areas are evaluated as potential areas of academic focus for each school year. Students have the opportunity to attend the Title I Enrichment Lab every Tuesday & Thursday from 8:00 a.m. - 9:15 a.m., and on Saturdays from 9:00a.m. - 12:00 p.m. Class size is small (about 6-15 students) in order for all students to receive small group and individualized instruction. Teacher support systems include, but are not limited to the following: 1. Preschool workshops and Professional Development Days 2. Faculty meetings 3. Department meetings 4. Grade Level meetings 5. Learning Team meetings 6. Literacy Leadership Team meetings 7. Truancy Team meetings 8. School Based Leadership Team meetings 9. School-wide Positive Behavior Support Team meetings 10. Tier 2 School-wide Positive Behavior Support Team meetings 11. Collegial Planning and Performance Matters Online Professional Development

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

At South Intensive Transition School, we ensure all of our students receive instruction in the core academic subject areas. Upon entry to South Intensive Transition school, an intake meeting is held to review the student's current academic progress, their current GPA, the credits that they have earned, and the academic subjects that the student will need in order to graduate either with a 24 credit diploma or an 18 credit diploma. Additionally, we provide students with enrichment opportunities through Edgenuity, non-school hour tutorial services, a variety of counseling services, and community service opportunities. Some of our counseling services are provided through our guidance counselor for academics. Our family counselor provides students with both individualized and family counseling based on IEP needs. The Behavior Health Professional at South Intensive Transition school also provides individual as well as group counseling to students. A representative from the Faulk Center is on campus to provide intensive individual counseling for mental health and substance abuse. The school also houses a behavior coach and a behavior health resource teacher to help counsel students with violence, weapons, threats, and gang affiliations. The school also provides a character education curriculum that includes physical activity incentives. Each student has a behavior point sheet that, when their goal is met, earns them extra physical activity opportunities, such as basketball, volleyball, ping pong and recess. They can obtain rewards through point sheets, such as snack cart, ice cream, and electronic use. Each staff member at South Intensive Transition school participates in a mentoring program to assist students with non-academic issues. Staff members have between 3-5 students that they meet with on a bi-weekly basis to check on the student's well-being. Administrators conduct professional learning committee meetings and curriculum mapping meetings bi-weekly with teachers. Lesson plans are reviewed monthly by administration and walkthroughs are conducted at random by administration in order to ensure that classroom instruction is aligned to the standards. In addition to the regular school day, students are provided the opportunity to participate in a before-school tutorial program between the hours of 8:00 a.m. - 9:15 a.m. as well as Saturday tutoring between the hours of 9:00 a.m. - 12:00 p.m.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

At South Intensive Transition School, we offer multiple testing opportunities to help students foster post-graduate success. Students are given individualized assistance by the guidance counselor to help them assess their graduation needs. ESE teachers also have a dual role as transition specialists through the "Pathway to My Future" program. Through this individualized program, ESE teachers and contacts meet with students to provide activities and discuss students' "next steps". Those next steps could include college courses, vocational schools, comprehensive school sites, or job interview skills. South Intensive Transition school offers students the opportunities to participate in national standardized tests such as the ACT, the SAT, and the PSAT. Assessments are offered at various times throughout the year at no cost to students and are administered at the school center. On a monthly basis, staff members raise awareness of post-secondary goals by participating in "College Fridays": Students and staff are encouraged to wear college attire and display college paraphernalia in order to engage students in conversations about post-high school options. All students have the opportunity to travel to a local college campus to learn about the various opportunities available to them. Students are also encouraged by staff members to attend the College and Career Fair held at the South Florida Fairgrounds. In addition, South Intensive also conducts an in-house career day where local businesses are invited to come to campus and talk to students and promote community awareness of job needs locally.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Not Applicable to South Intensive Transition School.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- Mentoring
- PAR Teacher
- Online workshops

- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers, administration and support services staff. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Faculty meetings and PD days are used for professional development around the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based upon the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. Within faculty meetings, there is a set period of time for the school's ESE contact to discuss ESE updates and training opportunities through the district for all staff members. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs

- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Administration strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with the Human Resource office, the Regional Office, Word of Mouth, Pay for performance, and Best & Brightest Teacher Scholarship Program. Additionally, we have a strong commitment to preparing and thus recruiting future educators in the district's educator support program which places pre-service and intern teachers. We also utilize academic tutors to support small group instruction, which, in turn, provides valuable school experience for potential permanent hires. South Intensive Transition school also utilizes a tutorial program as an opportunity for staff members to earn supplemental part-time pay. In order to recruit and retain highly qualified teachers, administrators attend job fairs, advertise vacant positions through reputable web-based personnel sites, and provide each newly hired teacher with support from a mentor. School safety plans and classroom management strategies through school-wide positive behavior support have also been established throughout the campus. Additionally, team planning and collaboration opportunities are consistently provided for teachers in order to strengthen their expertise and promote a healthy and safe school climate. Ongoing professional development opportunities are provided through eLearning in order to improve the job performance of all employees resulting in increased student achievement. Administrators utilize an open door policy to assist in making themselves accessible to all staff members throughout the day. This seemingly simple gesture takes away some of the perceived hierarchical divisions at a school center and displays a more cohesive culture. Finally, in order to maintain staff morale and enhance the school climate, successes are frequently celebrated during faculty meetings, morning/afternoon announcements, and other staff events through our Sunshine Committee.