

St. Johns County School District

St Johns County Transition Program



2015-16 School Improvement Plan

St Johns County Transition Program

1 CHRISTOPHER ST, St Augustine, FL 32084

<http://www-gats.stjohns.k12.fl.us>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	0%

School Grades History

Year	2014-15	2013-14
Grade	I*	I

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Transition School will provide educational and behavioral supports for students in a Separate Day School setting who have previously been unsuccessful while in a behavior unit within in a traditional school environment.

Provide the school's vision statement

It is the goal of the Transition School to assist students in their social and emotional behaviors through intensive mental health counseling, psychiatric care and academic supports, so they are able to make adequate progress and ultimately return to their home zoned school.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The majority of students come to the Transition School from local schools. An IEP meeting is utilized to determine the correct placement for the student. If the student meets criteria, every student is required to attend a registration session with his parent where procedures are reviewed thoroughly. This allows the parent and the student to clearly understand all aspects of the Transition School and provides opportunities for questions and answers. Additionally, each student completes an intake session with the Mental Health Counselor. This allows the Counselor to get to know the student on a deeper level and begin to build the foundation of a relationship with each student.

A small number of students come from out of state or from a Mental Health Hospital, and in many cases the Transition School is used as a step down to provide the student with support services.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school environment is safe in that the physical plant is kept secured; exterior doors are locked, cameras are used, and metal detectors are utilized at key entrances. A full time Resource Officer is assigned to the school. The role of the officer is not only one of security, but also as mentor. This relationship, much like that of the Mental Health Counselor and Dean, creates an environment that enables students to be treated with respect as it relates to building relationships.

Additionally there are two staff members in every room for safety and security of staff and student. All staff members are trained in Professional Crisis Management (PCM) and Crisis Prevention Intervention (CPI).

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Transition School uses a school wide Levels Behavior System. Student behaviors are tracked, recorded, shared with parents and utilized to not only shape individual target behaviors, but to also encourage behaviors that would enable students to return to the home zoned school.

The system is consistent from class to class, reducing distractions for both students and staff, and allowing blending of classes as necessary.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Transition is a Therapeutic Day School. Students are provided both group and individual counseling while at the Transition School, as per thier IEP. Psychiatric services are available to those students who are in need and do not have private psychiatric services in place. Additionally, all Student Services that are available at the County level are available to the Transition students. Big Brothers and Big Sisters provides mentors on a yearly basis to the elementary students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	1	0	1
One or more suspensions	0	2	1	3
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	1	2	0	3

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
	7	
Students exhibiting two or more indicators	1	1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The school makes daily attendance calls to check on student attendance. District truancy policies are also in place. If parent contact is not made, many times the Deputy will carry out a "well" check to make sure the student is safe. Individual tutoring is utilized for struggling students within the classroom as well as remedial groups. Goals are re-written through the IEP on an as needed basis as well. Additional software (Think Through Math) and web based learning (Achieve 3000) has been added as resources. All classes now participate in the AR reading curriculum as well. An Assistant Principal has been added to the staff who provides curriculum supports.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/165766>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Transition School partners with those agencies that provide services to the students who attend here. Communication and shared resources are common between group homes.

Some partners, Shinsei Martial Arts, volunteer their services to help support student initiatives and self esteem.

Flagler College students come on a regular basis to tutor our elementary students.

A partnership with the Education Foundation has allowed the students the opportunity to participate in the "Tools for Schools" project allowing them the chance to both earn money for the school and practice employability skills.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
McMahon, Patricia	Principal
Crawford-Connolly, Helen	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The function and responsibility of the school based leadership team is the continual monitoring of student behavior, attendance and progress monitoring. Transition is a Therapeutic Separate Day School that focuses on behavior modification with the intention of sending students back to the home zoned school when behaviors warrant such a move.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

As a Separate Day School all Transition students come already pre-identified as students with disabilities. However, if additional needs for students become evident the faculty is ready to begin the RtI process for additional services. With weekly meetings utilizing a school psychologist and behavior specialist additional MTSS/RTI services can be addressed.

Title 1 money is used to supplement our reading program through Achieve 3000/Teenbiz. The Transition students are capable of tapping into county resources as it relates to violence prevention, nutrition, homeless services etc. Psychiatric services are available to those students who do not have a private provider.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Matthew Potak	Education Support Employee
Tish McMahan	Principal
William Wood	Teacher
Horace Crooms	Parent
Susan Crooms	Parent
Brad Daniels	Parent
Wayde Carter	Education Support Employee
Schuyler Siefker	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC team reviews the data provided by the county to see if the goals were attained. Logs are also reviewed for comparison data.

Development of this school improvement plan

The SAC team is very involved in the development of the SAC plan through monthly meetings, minutes and communication.

Preparation of the school's annual budget and plan

The SAC team meets to determine what the SAC budget will look like.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The budget is used to assist in the parental involvement through supplies and books. A parent night is sponsored to assist this process. This year we will hold a class utilizing Heartmath showing parents how to calm and deescalate their students emotions.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Crawford-Connolly, Helen	Assistant Principal
McMahon, Patricia	Principal

Duties

Describe how the LLT promotes literacy within the school

Teachers infuse reading throughout the curriculum. Achieve 3000/Teenbiz is also used on a daily basis.
 Students are in a class competition utilizing AR.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school provides collaborative planning time on a daily basis so that teachers have the opportunity to work together. Additionally staff meets weekly to attend virtual ESE meetings to keep updated on trends and policies. Additional time is spent on keeping current in Professional Crisis Management and Crisis Prevention Intervention strategies for safety of all on campus.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Due to the Title 1 status only Highly Qualified staff are interviewed and hired. The Transition School has participated in district level minority recruitment efforts and worked with our colleges and universities to identify potential teachers. The Administration works closely with new teachers and assigns veteran teachers as mentors. New teachers are also included in the County mentoring program.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A senior teacher is assigned to any new teacher that is hired to the Transition School for shadowing and mentoring. Additionally, the SJCSD, as part of the strategic plan, has a mentoring program for all new employees.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher

resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

As a Therapeutic Separate Day School each student has an IEP. The Individual Education Plan drives the diverse needs of each student at the Transition School.

Some examples of supplemental materials include: Think Through Math, Achieve 3000/Teenbiz, PLATO, AR reading.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Due to the severity of their emotional disabilities and attending a Therapeutic Separate Day School serving grades k-12, the number of students that attend Transition is limited, (ie there may only be three fourth graders for a period of time), combined with the goal of returning to the home zoned school there is no cohort of students moving from one school to another.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

While the Special Diploma is no longer an option, the majority of the Transition students are on a special diploma track. Utilizing either the Peers or Unique Skills curriculum students are exposed to life skills, job readiness and daily living skills on a regular basis. Students are encouraged to apply daily lessons to life lessons to make learning more relevant to their future.

Students have a partnership with the Education Foundation and fill teacher supply orders on a weekly basis through the Tools for Schools project.

Students have built and planted a community garden.

With continued student effort the school has become a major recycling site.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The majority of the Transition students are still on a special diploma track. Utilizing either the Peers or Unique Skills curriculum students are exposed to life skills, job readiness and daily living skills on a regular basis. Students are encouraged to apply daily lessons to life lessons to make learning more relevant to their future.

When students return to the comprehensive schools the options of industry certifications are open to them.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The Transition students are transitory in nature as the goal is to return them to their home zone comprehensive school as soon as it is appropriate. While they are here the school utilizes either the Peers or Unique Skills curriculum to expose the students to life skills, job readiness and daily living skills on a regular basis. Students are encouraged to apply daily lessons to life lessons to make learning more relevant to their future.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Utilizing either the Peers or Unique Skills curriculum students are exposed to life skills, job readiness and daily living skills on a regular basis. Students are encouraged to apply daily lessons to life lessons to make learning more relevant to their future. The Option 2 Diploma which allows a student to acquire high school credit for on the job training is also something that we encourage when students are able to attain employment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase opportunities for participation in vocational skills
- G2.** Increase knowledge of Traume Informed Care and Medication Management
- G3.** Increase parent involvement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase opportunities for participation in vocational skills 1a

G069031

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	10.0

Resources Available to Support the Goal 2

- Write Project 10 grant for vocational project
- Enlarge participation in Tools for Schools project

Targeted Barriers to Achieving the Goal 3

- Lack of financial resouces to purchase vocational tools

Plan to Monitor Progress Toward G1. 8

Documentation of actual students labs by sign in sheets, lists of finished products,sales charts will be used to determine progress.

Person Responsible

Helen Crawford-Connolly

Schedule

Monthly, from 1/22/2016 to 5/27/2016

Evidence of Completion

Documentation of the student participation in both labs, finished products, sales will show whether progress towards this goal is being met.

Plan to Monitor Progress Toward G1. 8

Documentation of actual students labs by sign in sheets, lists of finished products,sales charts will be used to determine progress.

Person Responsible

Helen Crawford-Connolly

Schedule

Monthly, from 1/22/2016 to 5/27/2016

Evidence of Completion

Documentation of the student participation in both labs, finished products, sales will show whether progress towards this goal is being met.

G2. Increase knowledge of Traume Informed Care and Medication Management 1a

G069032

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	80.0

Resources Available to Support the Goal 2

- Parent letter/survey/consent forms
- Training in Trauma Informed Cares

Targeted Barriers to Achieving the Goal 3

- Learning what current medications/diagnosis pertain to students

Plan to Monitor Progress Toward G2. 8

In-service log, sign in sheets, pre/post test will be kept for verification.

Person Responsible

Patricia McMahon

Schedule

Semiannually, from 9/25/2015 to 3/25/2016

Evidence of Completion

In-service logs, sign in sheets, pre/post test will be kept on file. Opportunities at staff meetings to update staff information will be given.

G3. Increase parent involvement. 1a

G069033

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0

Resources Available to Support the Goal 2

- Resource Deputy
- staff
- County staff

Targeted Barriers to Achieving the Goal 3

- Parents do not communicate, often, or well, with the school

Plan to Monitor Progress Toward G3. 8

Signed conference forms will be reviewed by staff

Person Responsible

Patricia McMahon

Schedule

Monthly, from 8/14/2015 to 5/27/2016

Evidence of Completion

Comparison data by month

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase opportunities for participation in vocational skills **1**

 G069031

G1.B1 Lack of financial resources to purchase vocational tools **2**

 B179385

G1.B1.S1 The school will write a Project 10 grant to receive funding to start a tie dye scarf and printed mug business. **4**

 S190720

Strategy Rationale

The Project 10 grant will allow various grade levels to participate in multiple vocational skills

Action Step 1 **5**

The Transition School will apply for a Project 10 grant for funding 2 vocational projects.

Person Responsible

Patricia McMahon

Schedule

On 5/27/2016

Evidence of Completion

Grant approval

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student sign in sheets will be utilized to track student participation, product consumption charts will show success of project.

Person Responsible

Patricia McMahon

Schedule

Monthly, from 10/16/2015 to 5/6/2016

Evidence of Completion

Sin in sheets will be kept from each classroom to verify participation. Overall product sales will be kept to verify success.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Project completion chart, sales chart will show effectiveness of project.

Person Responsible

Helen Crawford-Connolly

Schedule

Monthly, from 1/22/2016 to 5/27/2016

Evidence of Completion

Student log in charts, sales charts, brochures will demonstart effectiveness.

G1.B1.S2 Transition School will become involved in the Tools for Schools Project . 4

S190721

Strategy Rationale

Tools for Schools Project will allow students to practice vocational skills in the school depot while assisting with the Educational Foundation.

Action Step 1 5

Students will participate in the Tools for Schools Projects by completing teacher orders, assisting in inventory, and refilling inventory on a monthly basis to learn various vocational skills.

Person Responsible

Patricia McMahon

Schedule

Monthly, from 8/21/2015 to 6/10/2016

Evidence of Completion

Completed teacher order forms, inventory sheets, sign in sheets, community hours.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Completed teacher order sheets, inventory sheets will be collected and kept on file.

Person Responsible

Patricia McMahon

Schedule

Monthly, from 8/21/2015 to 5/27/2016

Evidence of Completion

All completed teacher order sheets, inventory updates and student sign on sheets are kept for verification.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

completed orders, inventory sheets, student sign in sheets are kept to show effectiveness. Comparison data to show improvement from last year is also kept.

Person Responsible

Patricia McMahon

Schedule

Monthly, from 8/21/2015 to 5/27/2016

Evidence of Completion

Completed orders forms, inventory sheets and student sign in sheets will be kept to demonstrate the effectiveness of the plan.

G2. Increase knowledge of Traume Informed Care and Medication Management 1

 G069032

G2.B1 Learning what current medications/diagnosis pertain to students 2

 B179387

G2.B1.S1 Mental Health Counselor will provide in-service to staff on the side effects of medications students are on to monitor in the classroom. 4

 S190722

Strategy Rationale

Monitoring side effects will better enable teachers to know what to look for in student behavior to improve safety and attendance.

Action Step 1 5

Mental Health Counselor will provide in-service on the effects of medication

Person Responsible

Helen Crawford-Connolly

Schedule

Semiannually, from 8/28/2015 to 5/27/2016

Evidence of Completion

Sing in sheet, agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Mental Health Counselor will have sign in sheets for staff who participate in in-service.

Person Responsible

Patricia McMahon

Schedule

Semiannually, from 8/28/2015 to 5/27/2016

Evidence of Completion

In service sign in sheets will be kept for attendance.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teacher pre/post test to determine level of information.

Person Responsible

Patricia McMahon

Schedule

On 5/25/2016

Evidence of Completion

Evidence collected will include to what extent the knowledge of students' medication and the side effects was helpful to the teacher to better provide educational services to their students

G2.B1.S3 Provide Trauma Informed Care Training 4

S190724

Strategy Rationale

Allow staff to better understand the effects of trauma on students and to more effectively teach these children.

Action Step 1 5

Provide staff training in Trauma Informed Care

Person Responsible

Patricia McMahon

Schedule

On 10/22/2015

Evidence of Completion

Sign up sheets for the completed in-service will be collected.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

G3. Increase parent involvement. 1

G069033

G3.B1 Parents do not communicate, often, or well, with the school 2

B179388

G3.B1.S1 Send home communication 4

S190725

Strategy Rationale

Sending communication home may improve parental involvement.

Action Step 1 5

Newsletters and point sheets will be sent home on a regular basis.

Person Responsible

Patricia McMahon

Schedule

Daily, from 8/28/2015 to 8/28/2015

Evidence of Completion

Signed sheets returned

Action Step 2 5

Monthly conference notes

Person Responsible

Patricia McMahon

Schedule

Monthly, from 8/21/2015 to 6/24/2016

Evidence of Completion

Students who attend psychiatric clinic will conference with staff

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Signed sheets will be monitored.

Person Responsible

Patricia McMahon

Schedule

Daily, from 8/28/2015 to 8/28/2015

Evidence of Completion

Signed point sheets will be kept by classroom teachers.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Question of effectiveness will be added to parent survey

Person Responsible

Patricia McMahon


Schedule

On 8/28/2015

Evidence of Completion

Survey results will be tallied

G3.B1.S2 Students who participate in monthly psychiatric clinic will also conference with staff 4

 S190726

Strategy Rationale

Assist parents with school information while they are already on the campus

Action Step 1 5

At monthly psychiatric clinic parents will have the opportunity to conference with staff.

Person Responsible

Patricia McMahon

Schedule

Monthly, from 8/28/2015 to 5/20/2016

Evidence of Completion

Conference sheets will be collected

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Conference sheets will be used to document parent participation

Person Responsible

Patricia McMahon

Schedule

Monthly, from 8/28/2015 to 6/17/2016

Evidence of Completion

monthly conference sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

conference notes will be monitored for effectiveness

Person Responsible

Patricia McMahon

Schedule

Monthly, from 8/28/2015 to 5/27/2016

Evidence of Completion

All monthly conference sheets will be compiled for parent information.

G3.B1.S3 Parent Night 4

S190727

Strategy Rationale

Encourage parents to come an Open House to learn more about the various services offered.

Action Step 1 5

The Transition School will host a parent night to share information about the school and resources that may be offered to them.

Person Responsible

Patricia McMahon

Schedule

On 10/28/2015

Evidence of Completion

A sign in sheet will be available to document attendance.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Parent night agenda and sign in sheet will show documentation

Person Responsible

Patricia McMahon

Schedule

On 10/28/2015

Evidence of Completion

Parent sign in sheet, parent night agenda

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

A parent pre/post survey will be given to indicate the level of understanding of resources available

Person Responsible

Patricia McMahon

Schedule

On 10/28/2015

Evidence of Completion

Pre and post survey will be used for comparison to see what parents have learned about the program.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The Transition School will apply for a Project 10 grant for funding 2 voactional projects.	McMahon, Patricia	10/9/2014	Grant approval	5/27/2016 one-time
G1.B1.S2.A1	Students will participate in the Tools for Schools Projects by completing teacher orders, assisting in inventory, and refilling inventory on a monthly basis to learn various vocational skills.	McMahon, Patricia	8/21/2015	Completed teacher order forms, inventory sheets, sign in sheets, community hours.	6/10/2016 monthly
G2.B1.S1.A1	Mental Health Counselor will provide in-service on the effects of medication	Crawford-Connolly, Helen	8/28/2015	Sing in sheet, agenda	5/27/2016 semiannually
G2.B1.S3.A1	Provide staff training in Trauma Informed Care	McMahon, Patricia	10/22/2015	Sign up sheets for the completed in-service will be collected.	10/22/2015 one-time
G3.B1.S1.A1	Newsletters and point sheets will be sent home on a regular basis.	McMahon, Patricia	8/28/2015	Signed sheets returned	8/28/2015 daily
G3.B1.S2.A1	At monthly psychiatric clinic parents will have the opportunity to conference with staff.	McMahon, Patricia	8/28/2015	Conference sheets will be collected	5/20/2016 monthly
G3.B1.S3.A1	The Transition School will host a parent night to share information about the school and resources that may be offered to them.	McMahon, Patricia	10/28/2015	A sign in sheet will b e available to document attendance.	10/28/2015 one-time
G2.B1.S3.A2	[no content entered]			one-time	
G3.B1.S1.A2	Monthly conference notes	McMahon, Patricia	8/21/2015	Students who attend psychiatric clinic will conference with staff	6/24/2016 monthly
G1.MA1	Documentation of actual students labs by sign in sheets, lists of finished products,sales charts will be used to determine progress.	Crawford-Connolly, Helen	1/22/2016	Documentation of the student participation in both labs, finished products, sales will show whether progress towards this goal is being met.	5/27/2016 monthly
G1.MA1	Documentation of actual students labs by sign in sheets, lists of finished products,sales charts will be used to determine progress.	Crawford-Connolly, Helen	1/22/2016	Documentation of the student participation in both labs, finished products, sales will show whether progress towards this goal is being met.	5/27/2016 monthly
G1.B1.S1.MA1	Project completion chart, sales chart will show effectiveness of project.	Crawford-Connolly, Helen	1/22/2016	Student log in charts, sales charts, brochures will demonstart effectiveness.	5/27/2016 monthly

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St Johns County Transition Program

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Student sign in sheets will be utilized to track student participation, product consumption charts will show success of project.	McMahon, Patricia	10/16/2015	Sin in sheets will be kept from each classroom to verify participation. Overall product sales will be kept to verify success.	5/6/2016 monthly
G1.B1.S2.MA1	completed orders, inventory sheets, student sign in sheets are kept to show effectiveness. Comparison data to show improvement from last year is also kept.	McMahon, Patricia	8/21/2015	Completed orders forms, inventory sheets and student sign in sheets will be kept to demonstrate the effectiveness of the plan.	5/27/2016 monthly
G1.B1.S2.MA1	Completed teacher order sheets, inventory sheets will be collected and kept on file.	McMahon, Patricia	8/21/2015	All completed teacher order sheets, inventory updates and student sign on sheets are kept for verification.	5/27/2016 monthly
G2.MA1	In-service log, sign in sheets, pre/post test will be kept for verification.	McMahon, Patricia	9/25/2015	In-service logs, sign in sheets, pre/post test will be kept on file. Opportunities at staff meetings to update staff information will be given.	3/25/2016 semiannually
G2.B1.S1.MA1	Teacher pre/post test to determine level of information.	McMahon, Patricia	9/25/2015	Evidence collected will include to what extent the knowledge of students' medication and the side effects was helpful to the teacher to better provide educational services to their students	5/25/2016 one-time
G2.B1.S1.MA1	Mental Health Counselor will have sign in sheets for staff who participate in in-service.	McMahon, Patricia	8/28/2015	In service sign in sheets will be kept for attendance.	5/27/2016 semiannually
G3.MA1	Signed conference forms will be reviewed by staff	McMahon, Patricia	8/14/2015	Comparison data by month	5/27/2016 monthly
G3.B1.S1.MA1	Question of effectiveness will be added to parent survey	McMahon, Patricia	8/28/2015	Survey results will be tallied	8/28/2015 one-time
G3.B1.S1.MA1	Signed sheets will be monitored.	McMahon, Patricia	8/28/2015	Signed point sheets will be kept by classroom teachers.	8/28/2015 daily
G3.B1.S2.MA1	conference notes will be monitored for effectiveness	McMahon, Patricia	8/28/2015	All monthly conference sheets will be compiled for parent information.	5/27/2016 monthly
G3.B1.S2.MA1	Conference sheets will be used to document parent participation	McMahon, Patricia	8/28/2015	monthly conference sheets	6/17/2016 monthly
G3.B1.S3.MA1	A parent pre/post survey will be given to indicate the level of understanding of resources available	McMahon, Patricia	10/28/2015	Pre and post survey will be used for comparison to see what parents have learned about the program.	10/28/2015 one-time
G3.B1.S3.MA1	Parent night agenda and sign in sheet will show documentation	McMahon, Patricia	10/28/2015	Parent sign in sheet, parent night agenda	10/28/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase knowledge of Traume Informed Care and Medication Management

G2.B1 Learning what current medications/diagnosis pertain to students

G2.B1.S1 Mental Health Counselor will provide in-service to staff on the side effects of medications students are on to monitor in the classroom.

PD Opportunity 1

Mental Health Counselor will provide in-service on the effects of medication

Facilitator

Suzanne Sinnwell LMHC

Participants

All Transition Staff

Schedule

Semiannually, from 8/28/2015 to 5/27/2016

G2.B1.S3 Provide Trauma Informed Care Training

PD Opportunity 1

Provide staff training in Trauma Informed Care

Facilitator

George Freeman/Trauma Informed Care

Participants

All Transition Staff

Schedule

On 10/22/2015

PD Opportunity 2

Facilitator

George Freeman/Trauma Informed Care

Participants

All Transition Staff

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	The Transition School will apply for a Project 10 grant for funding 2 voactional projects.				\$0.00
2	G1.B1.S2.A1	Students will participate in the Tools for Schools Projects by completing teacher orders, assisting in inventory, and refilling inventory on a monthly basis to learn various vocational skills.				\$0.00
3	G2.B1.S1.A1	Mental Health Counselor will provide in-service on the effects of medication				\$0.00
4	G2.B1.S3.A1	Provide staff training in Trauma Informed Care				\$0.00
5	G2.B1.S3.A2					\$0.00
6	G3.B1.S1.A1	Newsletters and point sheets will be sent home on a regular basis.				\$317.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$150.00
<i>Notes: 5 cases paper</i>						
			District-Wide	School Improvement Funds		\$167.00
<i>Notes: toner/ink</i>						
7	G3.B1.S1.A2	Monthly conference notes				\$0.00
8	G3.B1.S2.A1	At monthly psychiatric clinic parents will have the opportunity to conference with staff.				\$0.00
9	G3.B1.S3.A1	The Transition School will host a parent night to share information about the school and resources that may be offered to them.				\$144.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0061 - St Johns Co Transition Program			\$144.00
<i>Notes: Supplies for parent night. Copies of resources, drawing prizes as incentives for attendance.</i>						
					Total:	\$461.00