

St. Johns County School District

The Evelyn Hamblen Center



2016-17 Schoolwide Improvement Plan

The Evelyn Hamblen Center

1 CHRISTOPHER ST, St Augustine, FL 32084

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	37%

School Grades History

Year	2017-18	2013-14
Grade		I

**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 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for The Evelyn Hamblen Center

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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.

b. 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).

c. 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 Leveled 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 classess as necessary.

d. 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.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	1	2	0	0	0	0	0	3

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	1	0	0	0	0	0	1	

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304512>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

1. 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 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.

2. 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 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

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

a. 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.

b. 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.

c. Preparation of the school's annual budget and plan

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

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Teachers infuse reading throughout the curriculum. Achieve 3000/Teenbiz is also used on a daily basis.

Students are in a class competition utilizing AR.

"Running Records" a district monitoring piece that is added to the IEP will also be utilized to encourage teachers to enhance student reading.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities 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 Professional Learning Communities 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 and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, 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 twice a year 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 in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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 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.

2. 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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 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.

b. College and Career Readiness

1. 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, a few 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.

Students working on the Standard diploma track utilize PLATO to meet common core standards.

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

A few 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.

Students working on the Standard diploma track utilize PLATO for common core curriculum within the classroom.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The Transition School will improve student achievement in the area of ELA.
- G2.** Increase number of students returning to a less restrictive environment allowing them additional time with non disabled peers.
- G3.** Increase parent involvement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The Transition School will improve student achievement in the area of ELA. 1a

G083065

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	10.0

Targeted Barriers to Achieving the Goal 3

- Due to student mobility, disabilities, and other environmental factors students are several grade levels behind.

Resources Available to Help Reduce or Eliminate the Barriers 2

- County curriculum resources, professional development from program providers, and curriculum specialists

Plan to Monitor Progress Toward G1. 8

DE test data, Running Records (reading data)

Person Responsible

Helen Crawford-Connolly

Schedule

Monthly, from 10/20/2016 to 5/25/2017

Evidence of Completion

Reading assessment will be entered into PEER, DE assessment

G2. Increase number of students returning to a less restrictive environment allowing them additional time with non disabled peers. 1a

G083066

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Students exhibit extreme behaviors due to disabilities and environmental factors

Resources Available to Help Reduce or Eliminate the Barriers 2

- Behavior Specialist
- In Service Training

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 9/23/2016 to 5/19/2017

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

G083067

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	10.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resource Deputy
- staff
- County staff

Plan to Monitor Progress Toward G3. 8

Signed conference forms will be reviewed by staff

Person Responsible

Patricia McMahon

Schedule

Monthly, from 8/10/2016 to 5/24/2017

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. The Transition School will improve student achievement in the area of ELA. **1**

 G083065

G1.B1 Due to student mobility, disabilities, and other environmental factors students are several grade levels behind. **2**

 B220260

G1.B1.S1 Transition School will utilize various reading programs: Achieve 3000 Teen Biz, IRLA, Running Records. **4**

 S232501

Strategy Rationale

The programs will increase ELA levels in students.

Action Step 1 **5**

Teachers will be trained to utilize various county supplied resources and offered training/new materials where needed

Person Responsible

Helen Crawford-Connolly

Schedule

Monthly, from 9/30/2016 to 5/19/2017

Evidence of Completion

Running Records, in service logs

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

Running Records will be monitored on a monthly basis.

Person Responsible

Helen Crawford-Connolly

Schedule

Monthly, from 9/16/2016 to 9/29/2017

Evidence of Completion

Running Records will be input into PEERS for data comparison purposes

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

Running Records will be monitored

Person Responsible

Helen Crawford-Connolly

Schedule

Monthly, from 9/22/2016 to 5/30/2017

Evidence of Completion

Running Records will be input into PEER for comparison data, DE data will be tracked

G2. Increase number of students returning to a less restrictive environment allowing them additional time with non disabled peers. 1

 G083066

G2.B1 Students exhibit extreme behaviors due to disabilities and environmental factors 2

 B220261

G2.B1.S1 Behavior Specialist will assist staff in creating Behavior Intervention Plans 4

 S232502

Strategy Rationale

successful Behavior Plans will reduce acting out behaviors in students

Action Step 1 5

The Transition School's Behavior Specialist will assist the staff in writing Behavior Intervention Plans for students.

Person Responsible

Patricia McMahon

Schedule

Weekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Behavior plans, data charts

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

Behavior Plans will be monitored by the IEP team

Person Responsible

Helen Crawford-Connolly

Schedule

Quarterly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Behavior Intervention Plans will be filed and kept in cumulative folders.

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

Classroom teachers will review data on Behavior Intervention Plan to check for effectiveness

Person Responsible

Helen Crawford-Connolly


Schedule

Every 2 Months, from 9/14/2016 to 5/30/2017

Evidence of Completion

Behavior Intervention Plans will be stored with class records

G2.B1.S2 Provide in-service to staff in behavior management, de-escalation skills, positive reinforcement and relationship building 4

 S232503

Strategy Rationale

Increasing staff skills will decrease student acting out

Action Step 1 5

Staff will be provided in-service in to improve student behavior.

Person Responsible

Patricia McMahon

Schedule

Every 2 Months, from 10/20/2016 to 5/5/2017

Evidence of Completion

Sign In Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

selected readings, staff workshops, and power point presentations will be monitored by sign in sheets

Person Responsible

Patricia McMahon

Schedule

Every 2 Months, from 8/23/2016 to 5/12/2017

Evidence of Completion

Sign in sheets will be collected, in-service points awarded

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

selected readings, staff workshops, and power point presentations will be monitored by sign in sheets

Person Responsible

Patricia McMahon

Schedule

Every 2 Months, from 8/23/2016 to 5/12/2017

Evidence of Completion

Sign in sheets will be collected, in-service points awarded

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor number of students returning to a less restrictive environment

Person Responsible

Patricia McMahon

Schedule

Semiannually, from 9/21/2016 to 5/25/2017

Evidence of Completion

Exit Interviews and packets will be monitored and compared


G3. Increase parent involvement. 1

 G083067

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

 B220262

G3.B1.S1 Send home communication with student point sheets 4

 S232504

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 9/1/2016 to 5/31/2017

Evidence of Completion

Signed sheets returned

Action Step 2 5

Monthly conference notes

Person Responsible

Patricia McMahon

Schedule

Monthly, from 8/25/2016 to 5/30/2017

Evidence of Completion

Students who attend psychiatric clinic will conference with staff

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

Signed point sheets will be monitored.

Person Responsible

Patricia McMahon

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Signed point sheets will be kept by classroom teachers.

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

Point sheets will be monitored for parent signature

Person Responsible

Patricia McMahon

Schedule

Triannually, from 8/24/2016 to 5/24/2017

Evidence of Completion

Point sheets

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

 S232505

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 8/19/2016 to 5/25/2017

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 8/31/2016 to 5/30/2017

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 8/25/2016 to 5/30/2017

Evidence of Completion

All monthly conference sheets will be compiled for parent information.

G3.B1.S3 Parent Night 4

 S232506

Strategy Rationale

Encourage parents to come an Parent Night to learn more about the various services offered, classroom activities

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 10/26/2016

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 10/18/2016

Evidence of Completion

Parent sign in sheet, parent night agenda

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

Sign in sheets will be collected and filed

Person Responsible

Helen Crawford-Connolly

Schedule

On 10/26/2016




Evidence of Completion

Sign in sheets will be collected and filed for participation verification

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B1.S3.MA1 M301384	Parent night agenda and sign in sheet will show documentation	McMahon, Patricia	10/18/2016	Parent sign in sheet, parent night agenda	10/18/2016 one-time
G3.B1.S3.MA1 M301383	Sign in sheets will be collected and filed	Crawford-Connolly, Helen	10/26/2016	Sign in sheets will be collected and filed for participation verification	10/26/2016 one-time
G3.B1.S3.A1 A297511	The Transition School will host a parent night to share information about the school and resources...	McMahon, Patricia	10/26/2016	A sign in sheet will be available to document attendance.	10/26/2016 one-time
G2.B1.S2.A1 A297507	Staff will be provided in-service in to improve student behavior.	McMahon, Patricia	10/20/2016	Sign In Sheets	5/5/2017 every-2-months
G2.B1.S2.MA1 M301376	selected readings, staff workshops, and power point presentations will be monitored by sign in...	McMahon, Patricia	8/23/2016	Sign in sheets will be collected, in-service points awarded	5/12/2017 every-2-months
G2.B1.S2.MA1 M301377	selected readings, staff workshops, and power point presentations will be monitored by sign in...	McMahon, Patricia	8/23/2016	Sign in sheets will be collected, in-service points awarded	5/12/2017 every-2-months
G2.MA1 M301378	In-service log, sign in sheets, pre/post test will be kept for verification.	McMahon, Patricia	9/23/2016	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.	5/19/2017 semiannually
G1.B1.S1.A1 A297505	Teachers will be trained to utilize various county supplied resources and offered training/new...	Crawford-Connolly, Helen	9/30/2016	Running Records, in service logs	5/19/2017 monthly
G3.MA1 M301385	Signed conference forms will be reviewed by staff	McMahon, Patricia	8/10/2016	Comparison data by month	5/24/2017 monthly
G3.B1.S1.MA1 M301379	Point sheets will be monitored for parent signature	McMahon, Patricia	8/24/2016	Point sheets	5/24/2017 triannually
G3.B1.S1.MA1 M301380	Signed point sheets will be monitored.	McMahon, Patricia	8/10/2016	Signed point sheets will be kept by classroom teachers.	5/24/2017 daily
G1.MA1 M301372	DE test data, Running Records (reading data)	Crawford-Connolly, Helen	10/20/2016	Reading assessment will be entered into PEER, DE assessment	5/25/2017 monthly
G2.B1.S1.MA1 M301374	Behavior Plans will be monitored by the IEP team	Crawford-Connolly, Helen	9/15/2016	Behavior Intervention Plans will be filed and kept in cumulative folders.	5/25/2017 quarterly
G2.B1.S2.MA1 M301375	Monitor number of students returning to a less restrictive environment	McMahon, Patricia	9/21/2016	Exit Interviews and packets will be monitored and compared	5/25/2017 semiannually
G3.B1.S2.A1 A297510	At monthly psychiatric clinic parents will have the opportunity to conference with staff.	McMahon, Patricia	8/19/2016	Conference sheets will be collected	5/25/2017 monthly
G1.B1.S1.MA1 M301370	Running Records will be monitored	Crawford-Connolly, Helen	9/22/2016	Running Records will be input into PEER for comparison data, DE data will be tracked	5/30/2017 monthly
G2.B1.S1.MA1 M301373	Classroom teachers will review data on Behavior Intervention Plan to check for effectiveness	Crawford-Connolly, Helen	9/14/2016	Behavior Intervention Plans will be stored with class records	5/30/2017 every-2-months
G3.B1.S1.A2 A297509	Monthly conference notes	McMahon, Patricia	8/25/2016	Students who attend psychiatric clinic will conference with staff	5/30/2017 monthly
G3.B1.S2.MA1 M301381	conference notes will be monitored for effectiveness	McMahon, Patricia	8/25/2016	All monthly conference sheets will be compiled for parent information.	5/30/2017 monthly
G3.B1.S2.MA1 M301382	Conference sheets will be used to document parent participation	McMahon, Patricia	8/31/2016	monthly conference sheets	5/30/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1  A297506	The Transition School's Behavior Specialist will assist the staff in writing Behavior Intervention...	McMahon, Patricia	9/30/2016	Behavior plans, data charts	5/31/2017 weekly
G3.B1.S1.A1  A297508	Newsletters and point sheets will be sent home on a regular basis.	McMahon, Patricia	9/1/2016	Signed sheets returned	5/31/2017 daily
G1.B1.S1.MA1  M301371	Running Records will be monitored on a monthly basis.	Crawford-Connolly, Helen	9/16/2016	Running Records will be input into PEERS for data comparison purposes	9/29/2017 monthly

V. Professional Development Opportunities

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

G1. The Transition School will improve student achievement in the area of ELA.

G1.B1 Due to student mobility, disabilities, and other environmental factors students are several grade levels behind.

G1.B1.S1 Transition School will utilize various reading programs: Achieve 3000 Teen Biz, IRLA, Running Records.

PD Opportunity 1

Teachers will be trained to utilize various county supplied resources and offered training/new materials where needed

Facilitator

Helen Crawford, Lydia yeoman, ESE Specialist

Participants

all Transition teachers

Schedule

Monthly, from 9/30/2016 to 5/19/2017

G2. Increase number of students returning to a less restrictive environment allowing them additional time with non disabled peers.

G2.B1 Students exhibit extreme behaviors due to disabilities and environmental factors

G2.B1.S2 Provide in-service to staff in behavior management, de-escalation skills, positive reinforcement and relationship building

PD Opportunity 1

Staff will be provided in-service in to improve student behavior.

Facilitator

Patricia McMahon Harold Johansson

Participants

all staff

Schedule

Every 2 Months, from 10/20/2016 to 5/5/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will be trained to utilize various county supplied resources and offered training/new materials where needed				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	510-Supplies	0061 - The Evelyn Hamblen Center	School Improvement Funds		\$300.00
			Notes: Additional reading resources			
2	G2.B1.S1.A1	The Transition School's Behavior Specialist will assist the staff in writing Behavior Intervention Plans for students.				\$0.00
3	G2.B1.S2.A1	Staff will be provided in-service in to improve student behavior.				\$0.00
4	G3.B1.S1.A1	Newsletters and point sheets will be sent home on a regular basis.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0061 - The Evelyn Hamblen Center	School Improvement Funds		\$100.00
			Notes: paper for point sheets and newsletter			
5	G3.B1.S1.A2	Monthly conference notes				\$0.00
6	G3.B1.S2.A1	At monthly psychiatric clinic parents will have the opportunity to conference with staff.				\$0.00
7	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.				\$157.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0061 - The Evelyn Hamblen Center	School Improvement Funds		\$157.00
			Notes: Supplies for parent night. Copies of resources, drawing prizes as incentives for attendance.			
Total:						\$557.00