



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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St Johns County Transition Program

1 CHRISTOPHER ST

St Augustine, FL 32084

904-547-8560

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

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## School Demographics

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**School Type**  
Combination School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
77%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
33%

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## School Grades History

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**2013-14**  
NOT GRADED

**2012-13**

**2011-12**

**2010-11**

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

St Johns Co Transition Program

##### Principal

Patricia McMahon

##### School Advisory Council chair

Matt Potak

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tish McMahan	Principal
Kristopher Rule	Teacher
Matt Potak	Paraprofessional, SAC chair
Dan Stevens	Dean

#### District-Level Information

##### District

St. Johns

##### Superintendent

Dr. Joseph G Joyner

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The membership of the SAC team is representative of the ethnic diversity of the school's student population. The majority of the SAC team is not employed by the school.

#### Involvement of the SAC in the development of the SIP

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

#### Activities of the SAC for the upcoming school year

The SAC team will sponsor an annual parent meeting, a parenting class in both semesters, and continue providing parent resources in our parent library.

#### Projected use of school improvement funds, including the amount allocated to each project

75% of the school limprovement money will apply to paying the SAC Chairman's stipend, the remainder will be used to buy the multiple paper/supplies needed to implement the levels/behavior system that all students in the Transition School abide by.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Patricia McMahon**

Principal

Years as Administrator: 14

Years at Current School: 9

**Credentials**

Educational Leadership  
 Hearing Impaired k-12  
 English Educatiton 6-12  
 Middle School Endorsement  
 ESOL

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**# Highly Qualified Teachers**

100%

**# certified in-field**

5, 100%

**# ESOL endorsed**

3, 60%

**# reading endorsed**

4, 80%

**# with advanced degrees**

1, 20%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

2, 40%

**# with 6-14 years of experience**

3, 60%

**# with 15 or more years of experience**

0, 0%

**Education Paraprofessionals**

**# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The St. Johns County PATS System is used to screen and hire all personnel in the county



**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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 SJCS D, as part of the strategic plan, has a mentoring program for all new employees.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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 Rtl process for additional services. With weekly meetings utilizing a school psychologist and behavior specialist additional MTSS/RTI services can addressed.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The functional responsibility is to continually monitor and record individual students progress with systems in place.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

RTI data base, point sheets, doctor's notes, and counselor's notes.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

FCAT, FAIR, Think Link, and EOC's.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Students are discussed at weekly meetings.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Kristopher Rule	Teacher
Bradley Smith	Teacher
Julie Lewandowski	Teacher

Name	Title
William Wood	Teacher

**How the school-based LLT functions**

Utilizing FCAT, and FAIR scores teachers identify those students who need extra assistance in reading.

**Major initiatives of the LLT**

Improve reading scores

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

3 of the 4 core teachers are Reading endorsed with the 4th core teacher in the process. ( Fifth teacher is a certified ASD teacher). Additionally every student is enrolled in a reading course which is taught daily. The reading curriculum in supplemented by Achieve 3000/Teenbiz.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

All instructional staff is either Reading endorsed or is pursuing the reading endorsement. Reading is taught on a daily basis and is supplemented with Achieve 3000 and Teen biz.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

**Strategies for improving student readiness for the public postsecondary level**

Students are enrolled in Unique Skills and/or Career Education courses at the Transition School.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		11%		
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		0%		
White		20%		
English language learners		0%		
Students with disabilities		11%		
Economically disadvantaged		0%		

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	32%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	0%

### Area 3: Mathematics

#### High School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		14%		
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged		0%		

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		27%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		27%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Due to short term enrollment and lack of school activities parental involvement is difficult to increase in the 100 percent ESE separate day school setting.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Involvement	3	3%	5%

**Area 10: Additional Targets**

**Additional targets for the school**

The school will employ the aspects of the Character Counts! program by providing student activities that address one pillar each month.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
NA			

## Goals Summary

- G1.** Improved Mental Health Services
- G2.** Improve de-escalation skills in staff to decrease the amount of crisis management interventions.
- G3.** Increase parent involvement to help parents monitor their children's behavior and academic plans.

## Goals Detail

### G1. Improved Mental Health Services

#### Targets Supported

- EWS - Elementary School
- EWS - Middle School
- EWS - High School

#### Resources Available to Support the Goal

- ESE Department

#### Targeted Barriers to Achieving the Goal

- Finances

### Plan to Monitor Progress Toward the Goal

Improving mental health services

#### Person or Persons Responsible

administrator

#### Target Dates or Schedule:

end of year

#### Evidence of Completion:

student mental health goals, logs

### G2. Improve de-escalation skills in staff to decrease the amount of crisis management interventions.

#### Targets Supported

- Parental Involvement

#### Resources Available to Support the Goal

- Staff and mental health counselor.

#### Targeted Barriers to Achieving the Goal

- Available training in verbal de-escalation

### Plan to Monitor Progress Toward the Goal

Monitor parental attendance at SAC meetings Monitor Parental attendance at Behavior classes Monitor parental parental conferences

**Person or Persons Responsible**

SAC chair MHC Admin

**Target Dates or Schedule:**

mid year end of the year

**Evidence of Completion:**

rubrics of attendance sign in sheets of conferences sign in sheets of Psychiatric appts.

### G3. Increase parent involvement to help parents monitor their children's behavior and academic plans.

**Targets Supported**

- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School

**Resources Available to Support the Goal**

- Youth Resource Officer
- staff
- Monthly meetings

**Targeted Barriers to Achieving the Goal**

- Parental lack of interest Many students in Foster Care/Group Home

### Plan to Monitor Progress Toward the Goal

Point sheets Monthly attendance sheets

**Person or Persons Responsible**

Staff Data Operator

**Target Dates or Schedule:**

Monthly Mid yearEnd of year

**Evidence of Completion:**

Comparison data by month

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Improved Mental Health Services

#### G1.B1 Finances

##### G1.B1.S1 Add weekly art therapy session for all students

#### Action Step 1

Improving Mental Health Services

#### Person or Persons Responsible

Mental Health Therapist

#### Target Dates or Schedule

weekly

#### Evidence of Completion

school calendar

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

Improving Mental Health Services

#### Person or Persons Responsible

Mental Health Counselor

#### Target Dates or Schedule

Wednesday-remainder of the year

#### Evidence of Completion

School calendar, counselor log

## Plan to Monitor Effectiveness of G1.B1.S1

Improving Mental Health Services

### Person or Persons Responsible

Mental Health Counselor

### Target Dates or Schedule

Weekly, reminder of the year

### Evidence of Completion

counselor log, school calendar

**G2.** Improve de-escalation skills in staff to decrease the amount of crisis management interventions.

## G2.B1 Available training in verbal de-escalation

**G2.B1.S1** Provide on going verbal de-escalation skills utilizing county behavior specialist, in-service, and research based learning PLC.

### Action Step 1

inservice/PLC

### Person or Persons Responsible

staff, behavior interventionist, administration

### Target Dates or Schedule

monthly

### Evidence of Completion

PLC sign in sheet

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

inservice/meeting

### Person or Persons Responsible

administration

### Target Dates or Schedule

quarterly

### Evidence of Completion

sign in sheets



### Plan to Monitor Effectiveness of G2.B1.S1

plc/in-service

**Person or Persons Responsible**

administration/SAC chair

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

sign in sheets

### G3. Increase parent involvement to help parents monitor their children's behavior and academic plans.

#### G3.B1 Parental lack of interest Many students in Foster Care/Group Home

**G3.B1.S1** Improve communication with parents through phone calls, newsletters, visits and meetings at the school. Track point sheets for parent communication.

**Action Step 1**

Improved Parental Involvement

**Person or Persons Responsible**

Staff

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Logs, point sheets, conference notes

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

Improved Parental involvement

**Person or Persons Responsible**

staff

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

logs, conference notes, sign in sheets

## Plan to Monitor Effectiveness of G3.B1.S1

Improved Parental involvement

**Person or Persons Responsible**

Staff

**Target Dates or Schedule**

Quarterly, end of year

**Evidence of Completion**

logs, conference note, IEP notes

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

## Appendix 2: Budget to Support School Improvement Goals