



## 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)	2016-17 Title I School	2016-17 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	0%

### School Grades History

Year	2013-14
Grade	

### School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for The Evelyn Hamblen Center

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	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. The Transition School is designed to serve ESE students enrolled in grades K-12 and up to 22 years of age.

##### 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, case management services and an individualized academic curriculum that assist students 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 St. John's County Schools. An IEP meeting is utilized to determine the correct placement for the individual student. If the student meets criteria, they will be required to attend a registration session, with his or her parent, where procedures are reviewed thoroughly. This allows the parent and the student to clearly understand all aspects of the Transition School while providing opportunities for questions and answers. Additionally, each student completes an intake session with the school's Mental Health Counselor. This allows the Counselor to understand 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 a mentor to the children. 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 students. 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 classes 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 their 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/413060>.

**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, foster homes and the school. 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

### 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
Sinnwell, Suzanne	Administrative Support

**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 be addressed.

Title I 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 McMahan	Principal
William Wood	Teacher
Horace Crooms	Parent
Susan Crooms	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**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 I status only state certified 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 for shadowing and mentoring. Additionally, the SJCS, 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, Apex, Accelerated reading, Algebra nation.

**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:**

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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.

## 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.** 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

G096452

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	10.0

**Targeted Barriers to Achieving the Goal** 3

- Due to student mobility, disabilities, frequent hospitalizations 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

iReady test data, Running Records (reading data)

**Person Responsible**

Helen Crawford-Connolly

**Schedule**

Monthly, from 9/29/2017 to 5/24/2018

**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

G096453

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	10.0

**Targeted Barriers to Achieving the Goal** 3

- Students disabilities, multiple hospitalizations and environmental factors lead to extreme behaviors limiting the success in a less restrcitive environment.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Behavior Specialist
- In Service Training

**Plan to Monitor Progress Toward G2.** 8

Matrix of updated BIP, sign in sheets for staffings

**Person Responsible**

Patricia McMahon

**Schedule**

Semiannually, from 8/23/2017 to 5/31/2018

**Evidence of Completion**

sign in sheets, updates and adjusted Behavior Intervention Plans. Opportunities at staff meetings to update staff information will be given.



**G3. Increase parent involvement.** 1a

G096454

**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. Modes of communication are limited.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Resource Deputy, District Staff, individual classroom teachers

**Plan to Monitor Progress Toward G3.** 8

Conference sheets will be completed and saved each month.

**Person Responsible**

Patricia McMahon

**Schedule**

Monthly, from 8/15/2017 to 5/24/2018

**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**

 G096452

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

 B259535

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

 S274882

### 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 (iReady, Running Records)

#### Person Responsible

Helen Crawford-Connolly

#### Schedule

On 6/1/2018

#### 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 9/29/2017 to 5/24/2018

***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 9/1/2017 to 6/1/2018

***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

G096453

**G2.B1** Students disabilities, multiple hospitalizations and environmental factors lead to extreme behaviors limiting the success in a less restrictive environment. 2

B259536

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

S274883

### 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

Monthly, from 9/28/2017 to 5/17/2018

#### Evidence of Completion

Behavior plans, data charts

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

Behavior Intervention Plans will be staffed on a weekly basis. Number of students leaving for less restrictive placement will be tracked.

#### Person Responsible

Helen Crawford-Connolly

#### Schedule

Monthly, from 9/1/2017 to 5/1/2018

#### Evidence of Completion

Number of students leaving for a less restrictive environment will be tracked, BIPs will be written as needed.

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

The number of students going to a less restrictive environment will be tracked.

**Person Responsible**

Helen Crawford-Connolly

**Schedule**

Quarterly, from 11/22/2017 to 5/10/2018

**Evidence of Completion**

Not only will the number of students going into a less restrictive environment be tracked, but also the success of those students will be monitored for effectiveness.

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

 S274884

**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 9/25/2017 to 5/24/2018

**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 8/23/2017 to 5/24/2018

***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 8/23/2017 to 5/24/2018

***Evidence of Completion***

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

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

Increasing in-service and updating staff skills should show improved Behavior Intervention Plans, increasing the number of students returning to a less restrictive environment.

**Person Responsible**

Patricia McMahon

**Schedule**

Semiannually, from 8/23/2017 to 5/24/2018

***Evidence of Completion***

Evidence of staff participation in learning sessions will be monitored.

**G3. Increase parent involvement. 1**

G096454

**G3.B1 Parents do not communicate, often, or well, with the school. Modes of communication are limited. 2**

B259537

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

S274885

**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 8/11/2017 to 5/24/2018

**Evidence of Completion**

Signed sheets returned

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

Point sheets will be collected from students on a daily basis

**Person Responsible**

Patricia McMahon

**Schedule**

Monthly, from 8/11/2017 to 5/23/2018

**Evidence of Completion**

Point sheets will be collected from students on a daily basis. Staff will monitor parent input, missing sheets

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

Point sheets will be monitored for parent signature and input

**Person Responsible**

Patricia McMahon

**Schedule**

Triannually, from 8/21/2017 to 5/24/2018

**Evidence of Completion**

Point sheets

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

 S274886

**Strategy Rationale**

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

**Action Step 1** 5

Parents who come for monthly Psychiatric appointments with their students will conference with staff and the Dr. to continue to update information

**Person Responsible**

Patricia McMahon

**Schedule**

Monthly, from 8/24/2017 to 5/18/2018

**Evidence of Completion**

Conference notes per student will be completed by staff and parents.



**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 8/11/2017 to 5/18/2018

***Evidence of Completion***

monthly conference sheets

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

Conference sheets for each student will be kept.

**Person Responsible**

Patricia McMahon

**Schedule**

On 5/18/2018

***Evidence of Completion***

Conference sheets will be collected every month.

**G3.B1.S3 Parent Night** 4

S274887

**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 9/25/2017

**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 9/25/2017

**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 9/25/2017

**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
<b>2018</b>					
G3.B1.S3.MA1 M396940	Sign in sheets will be collected and filed	Crawford-Connolly, Helen	9/25/2017	Sign in sheets will be collected and filed for participation verification	9/25/2017 one-time
G3.B1.S3.MA1 M396941	Parent night agenda and sign in sheet will show documentation	McMahon, Patricia	9/25/2017	Parent sign in sheet, parent night agenda	9/25/2017 one-time
G3.B1.S3.A1 A369031	The Transition School will host a parent night to share information about the school and resources...	McMahon, Patricia	9/25/2017	A sign in sheet will be available to document attendance.	9/25/2017 one-time
G2.B1.S1.MA1 M396931	Behavior Intervention Plans will be staffed on a weekly basis. Number of students leaving for less...	Crawford-Connolly, Helen	9/1/2017	Number of students leaving for a less restrictive environment will be tracked, BIPs will be written as needed.	5/1/2018 monthly
G2.B1.S1.MA1 M396930	The number of students going to a less restrictive environment will be tracked.	Crawford-Connolly, Helen	11/22/2017	Not only will the number of students going into a less restrictive environment be tracked, but also the success of those students will be monitored for effectiveness.	5/10/2018 quarterly
G2.B1.S1.A1 A369027	The Transition School's Behavior Specialist will assist the staff in writing Behavior Intervention...	McMahon, Patricia	9/28/2017	Behavior plans, data charts	5/17/2018 monthly
G3.B1.S2.MA1 M396938	Conference sheets for each student will be kept.	McMahon, Patricia	8/24/2017	Conference sheets will be collected every month.	5/18/2018 one-time
G3.B1.S2.MA1 M396939	Conference sheets will be used to document parent participation	McMahon, Patricia	8/11/2017	monthly conference sheets	5/18/2018 monthly
G3.B1.S2.A1 A369030	Parents who come for monthly Psychiatric appointments with their students will conference with...	McMahon, Patricia	8/24/2017	Conference notes per student will be completed by staff and parents.	5/18/2018 monthly
G3.B1.S1.MA1 M396937	Point sheets will be collected from students on a daily basis	McMahon, Patricia	8/11/2017	Point sheets will be collected from students on a daily basis. Staff will monitor parent input, missing sheets	5/23/2018 monthly
G1.MA1 M396929	iReady test data, Running Records (reading data)	Crawford-Connolly, Helen	9/29/2017	Reading assessment will be entered into PEER, DE assessment	5/24/2018 monthly
G3.MA1 M396942	Conference sheets will be completed and saved each month.	McMahon, Patricia	8/15/2017	Comparison data by month	5/24/2018 monthly
G1.B1.S1.MA1 M396928	Running Records will be monitored on a monthly basis.	Crawford-Connolly, Helen	9/29/2017	Running Records will be input into PEERS for data comparison purposes	5/24/2018 monthly
G3.B1.S1.MA1 M396936	Point sheets will be monitored for parent signature and input	McMahon, Patricia	8/21/2017	Point sheets	5/24/2018 triannually
G3.B1.S1.A1 A369029	Newsletters and point sheets will be sent home on a regular basis.	McMahon, Patricia	8/11/2017	Signed sheets returned	5/24/2018 daily
G2.B1.S2.MA1 M396932	Increasing in-service and updating staff skills should show improved Behavior Intervention Plans,...	McMahon, Patricia	8/23/2017	Evidence of staff participation in learning sessions will be monitored.	5/24/2018 semiannually
G2.B1.S2.MA1 M396933	selected readings, staff workshops, and power point presentations will be monitored by sign in...	McMahon, Patricia	8/23/2017	Sign in sheets will be collected, in-service points awarded	5/24/2018 every-2-months
G2.B1.S2.MA1 M396934	selected readings, staff workshops, and power point presentations will be monitored by sign in...	McMahon, Patricia	8/23/2017	Sign in sheets will be collected, in-service points awarded	5/24/2018 every-2-months
G2.B1.S2.A1 A369028	Staff will be provided in-service in to improve student behavior.	McMahon, Patricia	9/25/2017	Sign In Sheets	5/24/2018 every-2-months

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*The Evelyn Hamblen Center*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1 M396935	Matrix of updated BIP, sign in sheets for staffings	McMahon, Patricia	8/23/2017	sign in sheets, updates and adjusted Behavior Intervention Plans. Opportunities at staff meetings to update staff information will be given.	5/31/2018 semiannually
G1.B1.S1.MA1 M396927	Running Records will be monitored	Crawford-Connolly, Helen	9/1/2017	Running Records will be input into PEER for comparison data, DE data will be tracked	6/1/2018 monthly
G1.B1.S1.A1 A369026	Teachers will be trained to utilize various county supplied resources and offered training/new...	Crawford-Connolly, Helen	9/13/2017	Running Records, in service logs	6/1/2018 one-time

## 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, frequent hospitalizations and other environmental factors students are several grade levels behind.

**G1.B1.S1** Transition School will utilize various reading programs: iReady, 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 (iReady, Running Records)

#### Facilitator

Helen Crawford, Laclede Rudin, iReady trainer

#### Participants

all Transition teachers

#### Schedule

On 6/1/2018

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

**G2.B1** Students disabilities, multiple hospitalizations and environmental factors lead to extreme behaviors limiting the success in a less restrictive environment.

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

### 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 9/25/2017 to 5/24/2018

## 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	<b>Teachers will be trained to utilize various county supplied resources and offered training/new materials where needed (iReady, Running Records)</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	510-Supplies	0061 - The Evelyn Hamblen Center	School Improvement Funds		\$300.00
<i>Notes: Additional reading resources</i>						
2	G2.B1.S1.A1	<b>The Transition School's Behavior Specialist will assist the staff in writing Behavior Intervention Plans for students.</b>				<b>\$0.00</b>
3	G2.B1.S2.A1	<b>Staff will be provided in-service in to improve student behavior.</b>				<b>\$0.00</b>
4	G3.B1.S1.A1	<b>Newsletters and point sheets will be sent home on a regular basis.</b>				<b>\$100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0061 - The Evelyn Hamblen Center	School Improvement Funds		\$100.00
<i>Notes: paper for point sheets and newsletter</i>						
5	G3.B1.S2.A1	<b>Parents who come for monthly Psychiatric appointments with their students will conference with staff and the Dr. to continue to update information</b>				<b>\$0.00</b>
6	G3.B1.S3.A1	<b>The Transition School will host a parent night to share information about the school and resources that may be offered to them.</b>				<b>\$157.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0061 - The Evelyn Hamblen Center	School Improvement Funds		\$157.00
<i>Notes: Supplies for parent night. Copies of resources, drawing prizes as incentives for attendance.</i>						
					<b>Total:</b>	<b>\$557.00</b>