

St. Johns County School District

The Evelyn Hamblen Center



2018-19 Schoolwide Improvement Plan

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The Evelyn Hamblen Center

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	30%

School Grades History

Year	2013-14
Grade	

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
McMahon, Patricia	Principal
Davis, Craig	Assistant Principal
Sinnwell, Suzanne	Administrative Support

Duties

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

The function and responsibility of the school based leadership team is the continual monitoring of student behavior, attendance and progress monitoring. Transition is a Therapeutic 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. The principal ensures that all staff comply with the district-wide school site standards.

Early Warning Systems

Year 2017-18

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	5	4	1	0	1	1	0	2	2	0	0	16
One or more suspensions	0	0	4	3	2	1	1	4	1	2	2	1	0	21
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	0	1	0	0	2
Level 1 on statewide assessment	0	0	0	0	1	1	2	5	0	1	2	0	0	12

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	4	3	2	1	1	4	0	2	2	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	0	0	0	1	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	1	0	0	0	0	0	0	0	0	0	1	2

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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	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

Year 2016-17 - Updated

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	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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Specific FSA data is not available for the Transition School due to transitory nature of the students, and the small class size. However, the school has kept a "maintaining" school improvement rating for the last 2 years. Looking at other assessment data, i.e. iReady, we can tell that the majority of our students are 1 or more years behind in math and reading.

Which data component showed the greatest decline from prior year?

Specific data not available

Which data component had the biggest gap when compared to the state average?

Comparing iReady data the largest academic gaps appears to be in the area of math.

Which data component showed the most improvement? Is this a trend?

Utilizing the iReady assessment, pre and post tests, last year a majority of students made positive academic progress in both reading and math.

Describe the actions or changes that led to the improvement in this area.

The whole school committed to utilizing iReady; assessment, prescription and remediation strategies to enable students to gain positive academic progress.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	72%	60%	0%	77%	55%
ELA Learning Gains	0%	62%	57%	0%	63%	54%
ELA Lowest 25th Percentile	0%	62%	52%	0%	55%	49%
Math Achievement	0%	76%	61%	0%	79%	56%
Math Learning Gains	0%	65%	58%	0%	65%	54%
Math Lowest 25th Percentile	0%	68%	52%	0%	70%	48%
Science Achievement	0%	73%	57%	0%	81%	52%
Social Studies Achievement	0%	85%	77%	0%	92%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (0)	5 (0)	4 (0)	1 (0)	0 (0)	1 (0)	1 (1)	0 (0)	2 (0)	2 (0)	0 (0)	0 (0)	16 (1)
One or more suspensions	0 (0)	0 (0)	4 (0)	3 (0)	2 (0)	1 (0)	1 (0)	4 (2)	1 (1)	2 (0)	2 (0)	1 (0)	0 (0)	21 (3)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	2 (1)	5 (2)	0 (0)	1 (0)	2 (0)	0 (0)	0 (0)	12 (3)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	78%	-78%	57%	-57%
	2017	0%	80%	-80%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	74%	-74%	56%	-56%
	2017	0%	74%	-74%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	73%	-73%	55%	-55%
	2017	0%	75%	-75%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	71%	-71%	52%	-52%
	2017	0%	73%	-73%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	70%	-70%	51%	-51%
	2017	0%	74%	-74%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	76%	-76%	58%	-58%
	2017	0%	74%	-74%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2018	0%	74%	-74%	53%	-53%
	2017	0%	74%	-74%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	80%	-80%	62%	-62%
	2017	0%	80%	-80%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	83%	-83%	62%	-62%
	2017	0%	82%	-82%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	79%	-79%	61%	-61%
	2017	0%	80%	-80%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	73%	-73%	52%	-52%
	2017	0%	73%	-73%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018					
	2017	0%	80%	-80%	53%	-53%
Cohort Comparison		0%				
08	2018	0%	73%	-73%	45%	-45%
	2017	0%	75%	-75%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	0%	73%	-73%	55%	-55%
	2017					
Cohort Comparison						
08	2018	0%	75%	-75%	50%	-50%
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	89%	-89%	71%	-71%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2017	0%	90%	-90%	69%	-69%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	79%	-79%	62%	-62%
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase Parent Participation
Rationale	Increase parent participation at the school level in order to have a more positive effect on student grades, program progress and behavior to increase the number of students transitioning to their home zoned school.
Intended Outcome	Utilizing daily point sheets, phone conferences and notes, weekly progress notes and parent meetings, the school's communication with parents will improve with the intent that parents will participate more actively in the program and increase the number of students transitioning to the home zones school. The Parenting Class, taught by a Mental Health Counselor/Behavior Specialist, will allow parents the opportunity to explore various parenting methods and improve on their communication skills with their children.
Point Person	Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)
Action Step	
Description	Parents will receive a detailed daily behavior sheet outlining student progress and behavior. Parent conferences, via phone and face to face meetings will occur monthly prior to Psychiatric appointments, and on an as needed basis. All parents will be invited to join the Parent Advisory Committee, and will be invited to the Annual meeting. A parenting class will be held, free of charge, to any parent who wishes to improve their parenting and communication skills.
Person Responsible	Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Logs will be kept to verify phone calls, conferences and emails sent to parents. Conference notes from monthly meetings, daily point sheets, with parent signatures, will also be kept on file. Sign in sheets for the annual parent meeting and parenting class will also be kept on file.
Person Responsible	Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)

Activity #2	
Title	Continue to Improve Mental Health Services
Rationale	The Transition School will continue to improve Mental Health Services by utilizing District Resources to include Mental Health Services, Guidance and Choice and Student Services among others. Utilizing these departments will allow staff to more carefully individualize student needs, while continued Professional Development will allow staff to improve their skills to better serve students. The contract for psychiatric services will be maintained for those students who do not have access to medication management.
Intended Outcome	Through Mental Services students will receive group and individual counseling to address the needs that prevent them from being successful in a less restrictive environment. Psychiatric services will be offered to those students who do not have access to medication management. Other areas of concern; such as homelessness, abuse, case management, will also be offered to students and families utilizing the resources from the District office.
Point Person	Suzanne Sinnwell (suzanne.sinnwell@stjohns.k12.fl.us)
Action Step	
Description	All students will have scheduled appointments for individual and group counseling. Psychiatric appointments will be set up on a monthly basis
Person Responsible	Suzanne Sinnwell (suzanne.sinnwell@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Logs will be kept to verify counseling sessions. Conference notes will be kept on all Psychiatric appointments and kept on file. A list of resources utilized will also be kept on file.
Person Responsible	Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)

Activity #3

Title Increase Academic Performance

Rationale The Transition School will strive to improve student achievement in academic areas. Due to student mobility, disabilities, frequent hospitalizations and other environmental factors students tend to be several grade levels behind.

Intended Outcome Staff will be trained to utilize various District provided curriculum resources with the intent to improve student achievement (iReady, Running Records). Additional resources (ARA) will be maintained by the school for additional support.

Point Person Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)

Action Step

Description Staff will utilize the components of iReady to remediate and introduce new skills to students in reading and math.

Person Responsible Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description iReady assessment will be given 3x per year in order to track student progress, progress monitoring. Running Records (reading data) will be tracked through the District system as in prior years.

Person Responsible Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The Transition School will strive to invite parents to participate at various levels of the program to include an evening parent meeting, regular parent conferences, participation in psychiatric appointments at no cost.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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. EPIC community services provides drug counseling on an on needed basis.

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

Regular cohorts are not formed at the Transition Therapeutic Day School. The school serves those students, k-12 ,in need of intensive mental health services in the most restrictive environment the District provides. Due to the severity of their emotional disabilities, the number of students attending Transition is limited in number. Students do not move as cohorts, but individually to home zoned schools based on readiness to return to a less restrictive environment.

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.

Students at the Transition School are already identified as students with disabilities. Student needs are outlined through the IEP process, resources aligned through Exceptional Student Education and St Johns County District. Additional needs for students can be addressed through the IEP, and/or Rti process. Weekly staffings utilizing the school psychologist,behavior specialist, Mental Health Counselor and school personnel occur to closely monitor student progress.

Title I money is used to supplement academic and behavioral programs. This year a portion of Title I money will be used to integrate the curriculum "Zones of Regulation" to all students.

The Transition staff taps 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.

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

While some students are on Access Points and are given alternative assessment, the majority of students are pursuing a standard diploma. 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 school has a partnership with the Education Foundation and students assist in running the Tools for School project, a District wide teacher supply "store".

Students have built and planted a community garden, and incorporate those food items into cooking projects.

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