

St. Johns County School District

The Evelyn Hamblen Center

A word cloud graphic featuring various educational terms in blue and yellow. The largest words include 'students', 'school improvement', 'learning', 'success', and 'leadership'. Other visible words include 'teaching', 'relationships', 'growth', 'instruction', 'areas of focus', 'vision', 'collaboration', 'supportive environment', 'resources', 'achievement', 'ambitious', 'analysis', 'college and career', 'Florida', 'mission', 'family and community involvement', 'needs assessment', and 'strategic planning'. The St. Johns County School District logo is positioned in the lower-left quadrant of the word cloud.

2022-23 Ungraded Schoolwide Improvement Plan

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The Evelyn Hamblen Center

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

Demographics

Principal: Craig Davis

Start Date for this Principal: 7/1/2018

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: Maintaining 2020-21: Unsatisfactory 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Evelyn Hamblen Center (EHC) is a therapeutic day school designed to serve ESE students with significant emotional and behavioral needs, enrolled in grades K-12, up to 22 years of age. These students have been unsuccessful in a behavior unit and require additional behavioral support for success. EHC also serves students who transfer to St. Johns County from a similar program or a residential program.

Provide the school's vision statement.

The primary goal of EHC is to stabilize student behavior through intensive behavioral coaching, mental health counseling, psychiatric care, trauma-informed care, case management services, and individualized academic instruction so that these students may transition successfully to a less-restrictive academic placement.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

EHC serves students with significant emotional and behavioral needs by striving to stabilize their behavior through intensive behavioral coaching, mental health counseling, psychiatric care, trauma-informed care, case management services, and individualized academic instruction so that these students may successfully transition to a less-restrictive academic placement.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Davis, Craig	Principal	Overall campus leadership
Lo, Tiffany	Assistant Principal	Campus leadership, coordinator of academic programs and support
Couden DiLeo, Leslie	Other	Coordination of mental health support, supervision of mental health counselors and social worker
Wysocki, Coleen	Behavior Specialist	Student behavior support, supervision of behavior technicians

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

NA

Demographic Information

Principal start date

Sunday 7/1/2018, Craig Davis

Total number of students enrolled at the school.

28

Total number of teacher positions allocated to the school.

12

Number of teachers with professional teaching certificates?

9

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

9

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	1	2	1	5	5	2	7	3	2	3	3	0	0	34
Attendance below 90 percent	0	1	1	0	4	1	3	3	1	2	2	0	0	18
One or more suspensions	0	2	1	4	5	1	6	2	1	3	2	0	0	27
Course failure in ELA	0	0	0	2	2	1	2	0	0	0	1	0	0	8
Course failure in Math	0	0	0	2	2	1	2	0	0	0	1	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	0	1	1	1	1	2	0	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	0	1	1	1	1	2	0	0	7
Number of students with a substantial reading deficiency	0	1	0	2	1	0	1	1	1	1	2	0	0	10

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	1	4	2	1	2	2	0	0	0	0	0	17

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	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 9/7/2022

2021-22 - 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		
Number of students enrolled		1	0	4	5	4	6	5	4	8	3	0	1	0	41
Attendance below 90 percent		0	0	1	4	1	5	3	2	3	1	0	1	0	21
One or more suspensions		1	0	3	3	0	5	2	3	2	2	0	1	0	22
Course failure in ELA		0	0	0	1	1	1	0	0	0	2	0	0	0	5
Course failure in Math		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment		0	0	0	0	0	2	2	1	2	2	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency		0	0	1	3	0	0	0	0	0	0	0	0	0	4

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	5	3	3	2	2	0	1	0	0	0	0	16

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	0	2	0	0	1	2	2	3	1	1	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		75%	55%					84%	61%
ELA Learning Gains								67%	59%
ELA Lowest 25th Percentile								61%	54%
Math Achievement		45%	42%					88%	62%
Math Learning Gains								71%	59%
Math Lowest 25th Percentile								66%	52%
Science Achievement		81%	54%					77%	56%
Social Studies Achievement		71%	59%					95%	78%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	78%	-78%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	77%	-77%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	76%	-76%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	74%	-74%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	72%	-72%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	71%	-71%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	82%	-82%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	82%	-82%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	80%	-80%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	74%	-74%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	80%	-80%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	78%	-78%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	73%	-73%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	72%	-72%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	90%	-90%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18			20							
WHT	21										
2021 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 2019-20	C & C Accel 2019-20
SWD	22	27		20	20						
WHT	23			17							
2019 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 2017-18	C & C Accel 2017-18
SWD	17	9		17	40						
WHT	20			21							

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	28
Total Components for the Federal Index	2
Percent Tested	81%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
 Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

EHC serves only students with disabilities. Data for subgroups within this population are not available due to the relatively small enrollment per grade level and the transitory nature of the students (who are ideally only temporarily enrolled). Overall, per iReady and Achieve 3000 data, students tend to be performing below grade level due to the tendency of their behavior to impede their learning.

Which data component showed the most improvement? What new actions did your school take in this area?

EHC serves only students with disabilities. Data for subgroups within this population are not available due to the relatively small enrollment per grade level and the transitory nature of the students (who are ideally only temporarily enrolled). Overall, per iReady and Achieve 3000 data, students tend to be performing below grade level due to the tendency of their behavior to impede their learning.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Although the previous school rating of Unsatisfactory improved to Maintaining to an improvement in FSA Math learning gains, the FSA Reading learning gains dropped from 27% to 24%.

What trends emerge across grade levels, subgroups and core content areas?

Overall, per iReady, Achieve 3000 and FSA data, students tend to perform below grade level, which is largely due to the tendency of their behavior to impede their learning.

What strategies need to be implemented in order to accelerate learning?

An academic coordinator is providing individualized support to teachers in order to strengthen instruction. An adaptive PE coach and a therapeutic art teacher provide structured experiences to students in order to channel their emotions more productively, and a mental health coordinator is overseeing the delivery of mental health counseling and social work support.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Professional development is driven by the EHC professional learning community. Through the regular collaboration of this team, student and teacher needs are continually addressed. The academic coordinator facilitates improvement of teaching and learning techniques.

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In order for EHC students to step down to a less-restrictive placement successfully, they need to be proficient in their ELA skills.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Learning gains of the lowest 25% will reach 50% or increase by 2%, if above 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA performance data gathered through progress monitoring instruments (Renaissance Star, FAST, Achieve 3000) will be monitored for student progress. EHC PLC teams will collaborate with the use of real-time data to gauge and drive instruction accordingly.

Person responsible for monitoring outcome:

Tiffany Lo (tiffany.lo@stjohns.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Renaissance Star, FAST, and Achieve 3000 are research-based programs, designed to generate data valuable for instructional planning. The EHC teams will function as professional learning communities, meeting regularly to troubleshoot student performance concerns.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Renaissance Star, FAST, and Achieve 3000 are research-based programs, designed to generate data valuable for instructional planning. Ongoing team collaboration in supporting students is a research-based strategy for improving student success. The PLC model is a district-wide initiative for strengthening student learning.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The EHC teams will function as PLCs to drive student success.

Person Responsible

Craig Davis (craig.davis@stjohns.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In order for EHC students to step down to a less-restrictive placement successfully, they need to be proficient in their math skills.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Learning gains of the lowest 25% will reach 50% or increase by 2%, if above 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Math performance data gathered through progress monitoring instruments (Renaissance Star, FAST, Achieve 3000) will be monitored for student progress. EHC PLC teams will collaborate with the use of real-time data to gauge and drive instruction accordingly.

Person responsible for monitoring outcome:

Tiffany Lo (tiffany.lo@stjohns.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Renaissance Star, FAST, and Achieve 3000 are research-based programs, designed to generate data valuable for instructional planning. The EHC teams will function as professional learning communities, meeting regularly to troubleshoot student performance concerns.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Renaissance Star, FAST, and Achieve 3000 are research-based programs, designed to generate data valuable for instructional planning. Ongoing team collaboration in supporting students is a research-based strategy for improving student success. The PLC model is a district-wide initiative for strengthening student learning.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The EHC teams will function as PLCs to drive student success.

Person Responsible

Craig Davis (craig.davis@stjohns.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Due to EHC's history of being primarily focused on providing behavior support, instructional practices have remained stagnant while many students continue to perform below grade level.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA and math learning gains of the lowest 25% will reach 50% or increase by 2%, if above 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA and math performance data gathered through progress monitoring instruments (Renaissance Star, FAST, Achieve 3000) will be monitored for student progress. EHC PLC teams will collaborate with the use of real-time data to gauge and drive instruction accordingly.

Person responsible for monitoring outcome:

Tiffany Lo (tiffany.lo@stjohns.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The instructional leadership team (principal, assistant principal / academic coordinator, and ESE achievement coach--currently vacant) will provide specific feedback and coaching regarding instructional practices via ongoing classroom observations and PLC participation.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Providing specific performance feedback and coaching to teachers and participating in the PLC process are research-based practices for improving instruction and student learning.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The instructional leadership team will provide specific feedback and coaching, pertaining to instruction, to teachers through classroom observations and participation in the PLC process.

Person Responsible

Craig Davis (craig.davis@stjohns.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#4. Other specifically relating to School Culture / Environment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A critical goal for EHC is to reduce the need for using the alternative classroom and Ukeru crisis containment procedures by emphasizing preventative measures, such as trauma-informed care, mental health and social work support, and relationship development.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

EHC will strive to limit the use of the alternative classroom and Ukeru crisis containment procedures to no more than 15% of the student population.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The use of the alternative classroom and Ukeru crisis containment procedures will be documented by the behavior specialist.

Person responsible for monitoring outcome:

Coleen Wysocki (coleen.wysocki@stjohns.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rather than relying on crisis response, EHC will focus on crisis prevention, relying instead on trauma-informed care, mental health and social work support, and relationship development--all of which are research-based practices for preventing student crises. The support team consists of a mental health coordinator, 2 mental health counselors, a social worker, a behavior specialist, and 3 behavior technicians.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Rather than relying on crisis response, EHC will focus on crisis prevention, relying instead on trauma-informed care, mental health and social work support, and relationship development--all of which are research-based practices for preventing student crises.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The EHC support team will partner with the faculty and paraprofessional team in the implementation of trauma-informed care, mental health and social work support, and relationship development.

Person Responsible

Leslie Couden DiLeo (leslie.coudendileo@stjohns.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The primary goal of EHC is to stabilize students' behavior so that they may step down to a less-restrictive placement.
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: EHC will improve its successful step-down rate by 10% for the current year.
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: The leadership team will monitor student progress reports from receiving schools to gauge student success in their new placements.
 Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Coleen Wysocki
 (coleen.wysocki@stjohns.k12.fl.us)

Evidence-based Strategy: Receiving school swill communicate how students are progressing in their new placements so that we may collaborate with these teams to foster student success.
 Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Ensuring that students are successfully progressing to less-restrictive environments is critical to their long-term success, both behaviorally and academically. This is a well-established outcome for students with disabilities.
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement: List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will collaborate with receiving school teams to foster student success in their new placements.

Person Responsible Tiffany Lo (tiffany.lo@stjohns.k12.fl.us)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

EHC teachers, paraprofessionals, and the behavior support team use a combination of contingent and noncontingent rewards to foster positive behavior. This process is documented, and the data are compared to crisis intervention data to gauge individual student progress, per her behavior intervention plan (BIP).

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The data indicating progress in using PBIS to support the implementation of a student's BIP will be regularly communicated to the student's support team, including the teacher, paraprofessional, behavior support team, and parent through regular internal progress reports and regular reports to parents.

Describe how implementation will be progress monitored.

EHC teachers, paraprofessionals, and the behavior support team use a combination of contingent and noncontingent rewards to foster positive behavior. This process is documented, and the data are compared to crisis intervention data to gauge individual student progress, per her behavior intervention plan (BIP). If needed, the BIP will be revised to facilitate student progress.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
The behavior support team will document the implementation of PBIS, gauge its effectiveness, and adjust the implementation (and individual student BIPs) as needed.	Wysocki, Coleen, coleen.wysocki@stjohns.k12.fl.us