

# St Johns County Transition Program



2014-15 School Improvement Plan

## St Johns County Transition Program

1 CHRISTOPHER ST, St Augustine, FL 32084

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

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Combination	Yes	77%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
Yes	No	33%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

It is the goal of the Transition School to assist students in their social and emotional behaviors through intensive mental health counseling, psychiatric care and academic supports, so they are able to make adequate progress and ultimately return to their home zoned school.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The majority of students come to the Transition School from local schools. An IEP meeting is utilized to determine the correct placement for the student. If the student meets criteria, every student is required to attend a registration session with his parent where procedures are reviewed thoroughly. This allows the parent and the student to clearly understand all aspects of the Transition School and provides opportunities for questions and answers. Additionally, each student completes an intake session with the Mental Health Counselor. This allows the Counselor to get to know the student on a deeper level and begin to build the foundation of a relationship with each student.

A small number of students come from out of state or from a Mental Health Hospital, and in many cases the Transition School is used as a step down to provide the student with support services.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school environment is safe in that the physical plant is kept secured; exterior doors are locked, cameras are used, and metal detectors are utilized at key entrances. A full time Resource Officer is assigned to the school. The role of the officer is not only one of security, but also as mentor. This relationship, much like that of the Mental Health Counselor and Dean, creates an environment that enables students to be treated with respect as it relates to building relationships.

Additionally there are two staff members in every room for safety and security of staff and student. All staff members are trained in Crisis Prevention Management.

##### **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 Levels 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.



**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Transition is a Therapeutic Day School. Students are provided both group and individual counseling while at the Transition School, as per thier IEP. Psychiatric services are available to those students who are in need and do not have a private psychiatric services in place. Additionally, all Student Services that are available at the County level are available to the Transition students.

**Early Warning Systems**

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

**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

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

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	3	2	3	8

**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. 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. This year addtional software (Think Through Math) has been added. A Curriculum Coordinator has also been added to the staff.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/165766>.

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The Transition School partners with those agencies that provide services to the students who attend here. Communication and shared resources are common between group homes. Some partners, Shinsei Martial Arts, volunteer their services to help support student initiatives and self esteem. Flagler College students come on a regular basis to tutor our elementary students.

**Effective Leadership**

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

**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
Crawford-Connolly, Helen	Other

**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 separate 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.

**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 1 money is used to supplement our reading program through Achieve 3000/Teenbiz. The Transition students are capable of tapping into county resources as it relates to violence prevention, nutrition, homeless services etc. Students also receive psychiatric services if they don't have private providers.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Matthew Potak	Education Support Employee
Tish McMahon	Principal
William Wood	Teacher
Helen Crawford	Teacher
Horace Crooms	Parent
Susan Crooms	Parent
Brad Daniels	Parent
	Student
Even Tisdale (SAYS)	Business/Community

**Duties**

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

*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.

*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.

*Preparation of the school's annual budget and plan*

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

***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.

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

Yes

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

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

### Duties

#### ***Describe how the LLT promotes literacy within the school***

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

Students are in a class competition utilizing AR.

## Public and Collaborative Teaching

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

### **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 strategies for safety of all on campus.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Due to the Title 1 status only Highly Qualified staff are interviewed and hired. The Transition School has participated in district level minority recruitment efforts and worked with our colleges and universities to identify potential teachers. The Administration works closely with new teachers and assigns veteran teachers as mentors. New teachers are also included in the County mentoring program.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

A senior teacher is assigned to any new teacher that is hired to the Transition School for shadowing and mentoring. Additionally, the SJCSD, as part of the strategic plan, has a mentoring program for all new employees.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

#### ***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 four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly 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 Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system 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 reports from Performance Plus 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 each quarter 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.

### **Instructional Strategies**

***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 Separate Day School each student has an IEP. The Individual Education Plan drives the diverse needs of each student at the Transition School.

Some examples of supplemental materials include: Think Through Math, Achieve 3000/Teenbiz, PLATO

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 0

***Strategy Rationale***

***Strategy Purpose(s)***

""

***Person(s) responsible for monitoring implementation of the strategy***

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

### **Student Transition and Readiness**

#### **PreK-12 Transition**

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

***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 disabilities and attending a separate 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.

**College and Career Readiness**

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

The majority of the Transition students are on a special diploma track. Utilizing either the Peers or Unique Skills curriculum students are exposed to life skills, job readiness and daily living skills on a regular basis. Students are encouraged to apply daily lessons to life lessons to make learning more relevant to their future.

Students have a partnership with the Education Foundation and fill teacher supply orders on a weekly basis.

Students have built and planted and community garden.

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

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

The majority of the Transition students are on a special diploma track. (except for incoming 9th graders) 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.

With changes in legislation incoming 9th graders have been placed in standard courses with supports in place in provide assistance.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

The majority of the Transition students are on a special diploma track. (Except of incoming 9th graders) 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.

***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***

The majority of the Transition students are on a special diploma track. Utilizing either the Peers or Unique Skills curriculum students are exposed to life skills, job readiness and daily living skills on a regular basis. Students are encouraged to apply daily lessons to life lessons to make learning more relevant to their future. 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.**            Improve parental skills in student emotional de-escalation skills.
  
- G2.**            Improve de-escalation skills in staff to decrease the amount of crisis management interventions.
  
- G3.**            Increase parent involvement.

## Strategic Goals Detail

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

### G1. Improve parental skills in student emotional de-escalation skills. 1a

🔑 G045813

#### Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0

#### Resources Available to Support the Goal 2

- purchase of 10 1Pads
- purchase of 10 1Pads

#### Targeted Barriers to Achieving the Goal 3

- parental involvement

### Plan to Monitor Progress Toward G1. 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G2. Improve de-escalation skills in staff to decrease the amount of crisis management interventions.** 1a

G036303

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	10.0

**Resources Available to Support the Goal** 2

- Staff, mental health counselor, Program Specialist for Emotional/Behavioral Disabilities

**Targeted Barriers to Achieving the Goal** 3

- Lack of time

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

County data will be monitored

**Person Responsible**

Patricia McMahon

**Schedule**

Semiannually, from 9/30/2014 to 4/30/2015

**Evidence of Completion**

SISSRS report



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

G036304

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	96.0

**Resources Available to Support the Goal** 2

- Resource Deputy
- staff
- County staff

**Targeted Barriers to Achieving the Goal** 3

- Poor parental communication (lack of phone availability)

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

Signed point sheets will be kept in classrooms

**Person Responsible**

Patricia McMahon

**Schedule**

Daily, from 9/10/2014 to 5/5/2015

**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.** Improve parental skills in student emotional de-escalation skills. **1**

 G045813

**G1.B1** parental involvement **2**

 B113199

**G1.B1.S1** Train parents to utilize Heatmath with their children **4**

 S124784

### Strategy Rationale

Show parents how breathing techniques and calming techniques can de-escalate emotional children.

### Action Step 1 **5**

Parents will learn to assist their children to de-escalate when angry.

#### Person Responsible

Patricia McMahon

#### Schedule

On 10/29/2014

#### Evidence of Completion

Information on behavior at home will be collected via point sheet and Dr. information sheets.

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

Heartmath information will be monitored on a monthly basis.

**Person Responsible**

Patricia McMahon

**Schedule**

Monthly, from 10/29/2014 to 4/29/2015

***Evidence of Completion***

Comparison data from the iPads will be used for comparison data.

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

Heartmath information will be monitored on a monthly basis.

**Person Responsible**

Patricia McMahon

**Schedule**

Monthly, from 10/29/2014 to 4/29/2015

***Evidence of Completion***

Comparison data from the iPads will be used for comparison data.

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

Mental Health Counselor will compare monthly HeartMath data to check for effectiveness.

**Person Responsible**

Patricia McMahon

**Schedule**

Monthly, from 10/29/2014 to 4/29/2015

***Evidence of Completion***

Heartmath feedback

**G2. Improve de-escalation skills in staff to decrease the amount of crisis management interventions.** 1

G036303

**G2.B1 Lack of time** 2

B086898

**G2.B1.S1 Provide on going verbal de-escalation skills utilizing county behavior specialist, in-service, and research based learning PLC.** 4

S097621

**Strategy Rationale**

With better de-escalation skills the number of physical interventions and discipline incidents should be lowered.

**Action Step 1** 5

Inservice training with Mental Health Counselor

**Person Responsible**

Patricia McMahon

**Schedule**

Semiannually, from 10/29/2014 to 5/28/2015

**Evidence of Completion**

PLC sign in sheet Inservice log

**Action Step 2** 5

Certification in Professional Crisis Intervention

**Person Responsible**

Patricia McMahon

**Schedule**

Annually, from 9/10/2014 to 4/30/2015

**Evidence of Completion**

Sign in logs, completion certificates

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

Inservice Training

**Person Responsible**

Patricia McMahon

**Schedule**

Semiannually, from 9/10/2014 to 4/30/2015

***Evidence of Completion***

sign in sheets

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

Monitor number of discipline incidents

**Person Responsible**

Patricia McMahon

**Schedule**

Annually, from 9/17/2014 to 4/30/2015

***Evidence of Completion***

County data

**G3. Increase parent involvement.** 1

G036304

**G3.B1 Poor parental communication (lack of phone availability)** 2

B086900

**G3.B1.S1 Send home communication** 4

S119028

**Strategy Rationale**

Sending communication home may improve parental involvement.

**Action Step 1** 5

Newsletters and pointsheets will be sent home on a regular basis.

**Person Responsible**

Patricia McMahon

**Schedule**

Daily, from 9/5/2014 to 5/5/2015

**Evidence of Completion**

Signed sheets returned

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

Signed sheets will be monitored.

**Person Responsible**

Patricia McMahon

**Schedule**

Daily, from 9/5/2014 to 5/5/2015

**Evidence of Completion**

Signed point sheets will be kept by classroom teachers.

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

Question of effectiveness will be added to parent survey

**Person Responsible**

Patricia McMahon

**Schedule**

On 4/17/2015

**Evidence of Completion**

Survey results will be tallied

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Inservice training with Mental Health Counselor	McMahon, Patricia	10/29/2014	PLC sign in sheet Inservice log	5/28/2015 semiannually
G3.B1.S1.A1	Newsletters and pointsheets will be sent home on a regular basis.	McMahon, Patricia	9/5/2014	Signed sheets returned	5/5/2015 daily
G1.B1.S1.A1	Parents will learn to assist their children to de-escalate when angry.	McMahon, Patricia	10/29/2014	Information on behavior at home will be collected via point sheet and Dr. information sheets.	10/29/2014 one-time
G2.B1.S1.A2	Certification in Professional Crisis Intervention	McMahon, Patricia	9/10/2014	Sign in logs, completion certificates	4/30/2015 annually
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Mental Health Counselor will compare monthly HeartMath data to check for effectiveness.	McMahon, Patricia	10/29/2014	Heartmath feedback	4/29/2015 monthly
G1.B1.S1.MA1	Heartmath information will be monitored on a monthly basis.	McMahon, Patricia	10/29/2014	Comparison data from the iPads will be used for comparison data.	4/29/2015 monthly
G1.B1.S1.MA1	Heartmath information will be monitored on a monthly basis.	McMahon, Patricia	10/29/2014	Comparison data from the iPads will be used for comparison data.	4/29/2015 monthly
G2.MA1	County data will be monitored	McMahon, Patricia	9/30/2014	SISSRS report	4/30/2015 semiannually
G2.B1.S1.MA1	Monitor number of discipline incidents	McMahon, Patricia	9/17/2014	County data	4/30/2015 annually
G2.B1.S1.MA1	Inservice Training	McMahon, Patricia	9/10/2014	sign in sheets	4/30/2015 semiannually
G3.MA1	Signed point sheets will be kept in classrooms	McMahon, Patricia	9/10/2014	Comparison data by month	5/5/2015 daily
G3.B1.S1.MA1	Question of effectiveness will be added to parent survey	McMahon, Patricia	3/20/2015	Survey results will be tallied	4/17/2015 one-time
G3.B1.S1.MA1	Signed sheets will be monitored.	McMahon, Patricia	9/5/2014	Signed point sheets will be kept by classroom teachers.	5/5/2015 daily

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

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

### **G2.B1** Lack of time

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

#### **PD Opportunity 1**

Inservice training with Mental Health Counselor

##### **Facilitator**

Suzanne Sinnwell

##### **Participants**

All staff

##### **Schedule**

Semiannually, from 10/29/2014 to 5/28/2015

#### **PD Opportunity 2**

Certification in Professional Crisis Intervention

##### **Facilitator**

George Freeman

##### **Participants**

all staff

##### **Schedule**

Annually, from 9/10/2014 to 4/30/2015



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> Improve de-escalation skills in staff to decrease the amount of crisis management interventions.	134
<b>Goal 3:</b> Increase parent involvement.	317
<b>Grand Total</b>	<b>451</b>

### Goal 2: Improve de-escalation skills in staff to decrease the amount of crisis management interventions.

Description	Source	Total
<b>B1.S1.A1</b> - inservice materials	School Improvement Funds	134
<b>Total Goal 2</b>		<b>134</b>

### Goal 3: Increase parent involvement.

Description	Source	Total
<b>B1.S1.A1</b> - 5 cases paper	School Improvement Funds	150
<b>B1.S1.A1</b> - toner/ink	School Improvement Funds	167
<b>Total Goal 3</b>		<b>317</b>