

St. Johns County School District

The Evelyn Hamblen Center School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	21
VII. Budget to Support Areas of Focus	0

The Evelyn Hamblen Center

1 CHRISTOPHER ST, St Augustine, FL 32084

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Kelley, Alyssa	Assistant Principal	Campus leadership, coordinator of academic programs and support
Couden DiLeo, Leslie	Other	Coordination of mental health and social work support, management of student discipline
Lunderville, Kelly	Instructional Coach	Facilitation of instructional improvement, individualized support for teachers

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team and SAC collaborate to develop the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The template for this plan requires the identification of personnel with specific monitoring roles. Refer to said sections of the plan.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	33%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2020-21: UNSATISFACTORY 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	4	3	1	4	0	4	3	19
One or more suspensions	0	0	5	5	2	4	1	4	4	25
Course failure in English Language Arts (ELA)	0	0	0	1	0	1	0	1	2	5
Course failure in Math	0	0	0	1	0	1	0	1	2	5
Level 1 on statewide ELA assessment	0	0	0	1	1	3	0	1	2	8
Level 1 on statewide Math assessment	0	0	0	1	1	3	0	1	2	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	1	3	0	1	2	8

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	5	0	3	3	1	0	1	13

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	2	0	0	0	2	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	1	0	4	1	3	3	1	18
One or more suspensions	0	2	1	4	5	1	6	2	1	27
Course failure in ELA	0	0	0	2	2	1	2	0	0	8
Course failure in Math	0	0	0	2	2	1	2	0	0	8
Level 1 on statewide ELA assessment	0	0	0	0	1	0	1	1	1	7
Level 1 on statewide Math assessment	0	0	0	0	1	0	1	1	1	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	0	2	1	0	1	1	1	10

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	1	0	4	1	3	3	1	14
One or more suspensions	0	2	1	4	5	1	6	2	1	22
Course failure in ELA	0	0	0	2	2	1	2	0	0	7
Course failure in Math	0	0	0	2	2	1	2	0	0	7
Level 1 on statewide ELA assessment	0	0	0	0	1	0	1	1	1	4
Level 1 on statewide Math assessment	0	0	0	0	1	0	1	1	1	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	0	2	1	0	1	1	1	7

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	0	72	53	15	75	55	22		
ELA Learning Gains							27		
ELA Lowest 25th Percentile									
Math Achievement*	0	78	55	13	45	42	20		
Math Learning Gains							20		
Math Lowest 25th Percentile									
Science Achievement*		74	52		81	54			
Social Studies Achievement*		79	68		71	59			
Middle School Acceleration		71	70		56	51			
Graduation Rate		82	74		73	50			
College and Career Acceleration		32	53		89	70			
ELP Progress		70	55		70	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	2
Percent Tested	50
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	14

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	28
Total Components for the Federal Index	2
Percent Tested	81
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	0	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	21	Yes	3	3
FRL				

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	0			0								
SWD	0			0							2	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	15			13								
SWD	18			20								
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT	21											
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	22	27		20	20							
SWD	22	27		20	20							
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	23			17								
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	*	71%	*	54%	*
07	2023 - Spring	*	69%	*	47%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	69%	*	47%	*
09	2023 - Spring	*	70%	*	48%	*
04	2023 - Spring	*	76%	*	58%	*
03	2023 - Spring	*	72%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	81%	*	54%	*
07	2023 - Spring	*	66%	*	48%	*
03	2023 - Spring	*	78%	*	59%	*
04	2023 - Spring	*	79%	*	61%	*
08	2023 - Spring	*	81%	*	55%	*
05	2023 - Spring	*	74%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	71%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	78%	*	50%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	86%	*	63%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	82%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Due to the transient nature of the student population, specific comparison data are difficult to obtain.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Due to the transient nature of the student population, specific comparison data are difficult to obtain.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Due to the transient nature of the student population, specific comparison data are difficult to obtain.

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

Due to the transient nature of the student population, specific comparison data are difficult to obtain.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Each year, we are concerned with the number of out-of-school suspensions per student, given the high degree of student physical aggression towards staff members. We strive to avoid the use of OSS, while emphasizing therapeutic support.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities include improved mitigation of student crisis behavior, especially physical aggression toward staff and related injuries; reduction of OSS days per student; improved ELA instruction; improved math instruction; and improved implementation of the professional learning community process.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Collaborative problem solving is a critical component of how the EHC team identifies and addresses student needs for support, including academic, behavioral, and therapeutic.

Measurable Outcome:

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

We expect to see an improvement in academic performance and crisis data (fewer crisis episodes, fewer staff injuries, and fewer days of OSS per student).

Monitoring:

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

The EHC PLC will monitor for outcome progress and daily troubleshoot causes for concern as we continually strive toward student academic progress and emotional/behavioral stability.

Person responsible for monitoring outcome:

Alyssa Kelley (alyssa.kelley@stjohns.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The EHC team will function as a professional learning community, meeting daily to troubleshoot student performance concerns, and partner with the MTSS team as needed to pursue student success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ongoing team collaboration in supporting student progress is a research-based strategy for improving student success. The PLC model is a district-wide initiative for strengthening student learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 team will function as a PLC to foster student success and partner with the MTSS team for this purpose as needed.

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

By When: This is an ongoing process.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The primary goal of EHC is to stabilize students' behavior while fostering academic progress so that they may step down to a less-restrictive placement.

Measurable Outcome:

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

EHC will improve its successful step-down rate by 10% for the current year.

Monitoring:

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

The leadership team will monitor student progress reports from receiving schools to gauge student success in their new placements.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Receiving school will communicate how students are progressing in their new placements so that we may collaborate with these teams to foster student success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 ideal outcome for students with disabilities.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

By When: This is an ongoing process.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. This goal pertains to our White students with disabilities as well as all other subgroups. All students enrolled in our program, regardless of subgroup membership, require intensive support to address significant emotional and behavioral disabilities.

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 and monitored by the mental health coordinator.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

By When: This is an ongoing process.

#4. ESSA Subgroup specifically relating to White**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The primary goal of EHC is to stabilize students' behavior while fostering academic progress so that they may step down to a less-restrictive placement. This applies to our White students with disabilities as well. EHC is a therapeutic day school serving students with significant emotional and behavioral disabilities. The school population, all staffed with IEPs, is a subgroup. Within this subgroup, White students have exhibited the same needs for support as their disabled peers. We attend to their needs with intensive individualized support, to include behavioral, academic, exceptional student education, mental health, trauma-based, and social work services.

Measurable Outcome:

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

EHC will improve its successful step-down rate for White students with disabilities by 10% for the current year.

Monitoring:

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

The leadership team will monitor progress reports for White students with disabilities from receiving schools to gauge their success in their new placements.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Receiving school will communicate how White students disabilities are progressing in their new placements so that we may collaborate with these teams to foster student success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ensuring that White students with disabilities are successfully progressing to less-restrictive environments is critical to their long-term success, both behaviorally and academically. This is a well-established ideal outcome for students with disabilities.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

By When: This is an ongoing process.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The EHC leadership team partners with the District's Planning, Accountability, and Assessment Department, Exceptional Student Education Department, and Staffing Committee to secure necessary additional funding and staffing to support our students while complying with each department's/committee's requirements for ensuring that the funds/staffing are secured, allocated, and administered appropriately.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP is presented to the SAC and to parents via an after-school parent event, scheduled for early in the fall. The plan is also shared via the school's webpage: <https://www-gats.stjohns.k12.fl.us/hamblen-center/>

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Given the nature of our program, the leadership team, support team (including our school psychiatrist), and classroom teams are engaged in ongoing collaboration and relationship development with parents and guardians. Our work demands such collaboration, which is conducted through ongoing communication by phone, e-mail, virtual meetings, and in-person meetings as we continually troubleshoot how best to address the needs of our students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

This item has already been addressed in the Areas of Focus section. However, to extend our response: the EHC team functions as a PLC, continually collaborating to stabilize our students' emotions and behaviors so that we may set the stage for academic engagement. As we progress in engaging our

students with academics, we continually strive to meet them where they are in their academic needs and to move them forward. Our ongoing academic support is intensive and individualized.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our school, which continually coordinates with our district's Planning, Accountability, and Assessment Department, including alignment with federal programs support, is designed to address the needs of the whole child, to include: academic support, behavioral support, exceptional student education support, mental health support, trauma-informed care support, and social work support. We receive regional support through the University of Florida's Center for Autism and Related Disabilities, and we have coordinated our efforts with state-level MTSS and ESE specialists. We also serve as a Community Eligibility Program School, providing free breakfast and lunch to our students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school is staffed with a mental health coordinator, two mental health counselors, a social worker, a school counselor, and a visiting psychiatrist. These personnel provide daily mental health support, to include trauma-informed care, and social work support, while coordinating with outside support agencies as needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our school coordinates with both Community Campus and the District's Transition Program to ensure appropriate post-secondary opportunities for our students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school implements the Multi-Tiered System of Support with fidelity and with District support and guidance in order to address the ongoing needs of our students, regardless of whether they already hold Individual Education Plans.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

As previously stated, our staff functions as a PLC as we continually troubleshoot how best to support our students academically, emotionally, mentally, and physically. We meet daily to collaborate in this effort, and we train every Wednesday, alternating between school-based training and district-based training, all designed to improve how we support students and foster their academic growth.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

EHC does not include a Pre-K program.