



Pam Stewart, Commissioner

2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

55 - St. Johns

Dr. Joseph G Joyner, Superintendent
Wayne Green, Region 2 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

Provide the district's mission statement

Provide the district's vision statement

Supports for School Improvement

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) 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 to align to interventions in Priority and Focus schools. 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

The district aligns resources in a variety of ways to meet the needs of all students and maximize desired student outcomes. The district provides Title I services to the neediest schools through an analysis of the free/reduced lunch rates at all schools. Funds are provided to schools to provide additional supplemental support to students and staff to meet the needs of the students.

The office that coordinates the Title I grants (Federal Programs Department) also coordinates the Title II and Title III grants. The office that coordinates the Supplemental Academic Instruction funding is our Curriculum Department which provides funds to schools via a formula that includes the number of students who have identified specific learning needs via an IEP, Tier 2 or Tier 3 plan. The Title I grant is a formula driven grant that includes several district initiatives that schools benefit from, such as Professional Development among all of the Title I schools. The Title II grant provides staff for supplemental training with special focus on training on the Florida Standards and other district initiatives as determined through a comprehensive district needs assessment administered in the spring of each year.

The Title III grant provides partial funding for a bilingual para who is able to meet individually with students to provide additional academic support. The para is also able to attend parent meetings to assist school staff to meet the individual needs of our ESOL students.

The 1003 (a) grant is coordinated through our Federal Programs Department and provides funding to identified schools according to the state guidelines. Funds through 1002(a) have been used for additional tutoring and materials for tutoring during the school year for students.

Interventions in Priority and Focus schools are coordinated through multiple district scheduled processes. A district committee meets to address the budget formula to address the method needed to provide funding to schools to include relevant data sources. A comprehensive formula is developed to include the number of 253 funded ESE students, number of Tier 2 and Tier 3 Rtl plans, the free/reduced lunch rate as well as other data elements. This formula provides additional funding to each school to meet the unique needs of each school beyond the standard FTE formula which provides the necessary number of teacher to meet statutory requirements. The committee consists of Senior Directors, Principals and Budget staff. The committee meets during the year and makes the recommendation to the Superintendent and School Board before developing spring budgets for the following year. The committee meets monthly during the year until a plan is developed.

Financial budgets are reviewed during annual budget meetings with school staff and select district departments (Finance, Human Resources, School Staff, Grants and select District Administrators). In addition schools monitor funds via an online data system that is live to provide accurate data to school and district staff.

The district also provides multiple reviews of academic information through a robust District Formative Assessment (DFA), Progress Monitoring visits (two times per year) and a district review of academic performance at each school throughout the school year.

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

The district has a weekly staffing committee led by our budget director, Darrell Colee, that monitors resources and allocations for all schools. Student demographic changes are monitored through the process to provide equitable resources. Annually, a school budget meeting is held with all departments that are involved with the allocation of resources.

The processes used for the weekly review include an analysis of student/teacher ratio, number of new students and number of students with IEPs, specifically their matrix levels.

The additional funding that each school receives is based on unique school demographics and is provided for schools to best meet the needs of their students.

District Policies and Practices

A primary policy/practice that the district is beginning to implement and will continue to use is the system where each school is provided additional general operating funds to meet the unique needs of the students based on a formula addressing multiple student identifiers, including matrix level, free/reduced lunch rates, socio economic factors and other student data. The person who gathers this information and shares it is our Senior Director of Planning and Accountability. School based leadership teams will be able to provide additional services for students as their unique population requires.

Follow-up will occur during the school year next year as the weekly staffing committee meets to review school staffing needs. All existing funding sources are reviewed during these meetings.

Provide the district's definition of “operational flexibility” provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting

We have School Based Leadership in the St Johns County School District. The principal has final recommendation for staffing, scheduling and assignment of available resources.

Sustainability of Improvement

Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements

The district will sustain improvements for schools through the following actions:

1. Continue the process where the district identifies the unique student needs which impact student learning and provide additional funding to schools based on this formula
2. Teachers who are placed in our highest need schools will continue to serve students in their newly assigned schools with district funded support to replace the SIG funds after the SIG funds are exhausted. (This is evidenced currently in our school which received 1003(g) funding where the district continued to provide a signing bonus to staff.)
3. The Transformation model provides additional financial incentives for teachers to promote student growth. The district RTTT committee meets monthly and reviews proposals to be considered. The

formula generated for the differential pay provides a formula where additional financial incentives can be applied to the formula for the staff at the targeted school.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/24396>

Describe the district's **ongoing** mechanisms for engaging families and the community in school improvement efforts.

<http://www.stjohns.k12.fl.us/depts/grants/parent%20involvement>

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

We facilitate an on-going process with the school leadership team involved in planning, development, and review of results of implementation of plan.

The district involves the school leadership team to participate in all planning for the implementation of the SIG grant, including the turnaround plan. The school is instrumental in reviewing school data and providing feedback about current interventions and other roadblocks to school improvement.

Effective Leadership

District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Employee's Name and Email Address

Leidigh, George, george.leidigh@stjohns.k12.fl.us

Employee's Title

Director

Employee's Phone Number

(904) 547-4860

Employee's Phone Extension

NA

Supervisor's Name

Meredith Strickland

Supervisor's Title

Director

Employee's Role and Responsibilities

Mr. Leidigh is the Director of our district's Federal Programs. He serves as our district support person in terms of our school level needs in regards to the SIG grant and its full implementation (meetings, budget, etc.). He is the former Principal of a Title I school, which was also an A school for several years in a row.

District Leadership Team

Provide the following contact information for each member of the district leadership team.:

Sherman, Scott, scott.sherman@stjohns.k12.fl.us

Title	Director
Phone	(904) 547-7684
Supervisor's Name	Martha Mickler
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Member of the DIAP team.

Morell, David, david.morell@stjohns.k12.fl.us

Title	Director
Phone	(904) 547-1400
Supervisor's Name	Scott Sherman
Supervisor's Title	Director
Role and Responsibilities	Member of DIAP team

Thomson, Linda, linda.thomson@stjohns.k12.fl.us

Title	Director
Phone	(904) 547-7626
Supervisor's Name	Tim Egnor
Supervisor's Title	Director
Role and Responsibilities	Member of DIAP.

McElhone, Brian, brian.mcelhone@stjohns.k12.fl.us

Title	Director
Phone	(904) 547-7772
Supervisor's Name	Linda Thomson
Supervisor's Title	Director
Role and Responsibilities	Member of DIAP

Kirkham, Lorna, lorna.kirkham@stjohns.k12.fl.us

Title	Director
Phone	(904) 547-3817
Supervisor's Name	David Morell
Supervisor's Title	Director
Role and Responsibilities	Member of DIAP

Educator Quality

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes

Public and Collaborative Teaching

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

Ambitious Instruction and Learning

Instructional Programs

Reading

Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan
Yes

Writing

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

K-5 Lucy Calkins' Unit of Study

Program Type Supplemental

School Type Elementary School

Description Supplemental writing program to help guide teachers to assist students to improve their writing process.

District Writing Prompts

Program Type Core

School Type Elementary School, Middle School, High School

Description Quarterly writing prompts with scoring rubrics and training provided by the district.

Curriculum Maps K-5**Program Type** Core**School Type** Elementary School, Middle School, High School**Description** District Curriculum Maps include the writing standards, writing tasks and writing assessments; this guide provides guidance on the writing process.**6 Traits****Program Type** Supplemental, Intensive Intervention**School Type****Description** Supplemental writing program to help guide teachers to assist students to improve their writing process.**Mathematics*****List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:*****enVisions****Program Type** Core**School Type** Elementary School**Description** Elementary Core Math program.**District Curriculum Maps****Program Type****School Type** Elementary School, Middle School, High School**Description** Basic plan template with standard, EQ, LG, Math Practices, centers, lessons, and technology.**District Year-at-a-Glance****Program Type** Supplemental**School Type** Elementary School, Middle School, High School**Description** Standards by quarter aligned with the District Formative Assessments.

Centers embedded in curriculum maps

Program Type	Supplemental
School Type	Elementary School
Description	K-5 Math Teaching Resources, GASTandards.org

Symphony Math

Program Type	Intensive Intervention
School Type	Middle School
Description	Remedial math intervention program

Moby Max

Program Type	Intensive Intervention
School Type	Middle School
Description	Intensive one:one intervention for recovery of math skills

ThinkThru Math

Program Type	Supplemental
School Type	Middle School, High School
Description	Provides additional support for students who need more instruction for math skills and concepts.

Marilyn Burns

Program Type	Supplemental
School Type	Elementary School
Description	

Science

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

National Geographic Science

Program Type	Core
School Type	Elementary School
Description	K-5 Core Curriculum

Science FCAT Bootcamp

Program Type	Supplemental
School Type	Elementary School
Description	Program by Jere Vendetta to prepare students for Science FCAT.

Leveled readers for guided, group, and center activities.

Program Type
School Type
Description

Discovery Education Science

Program Type	Supplemental
School Type	Elementary School, Middle School, High School
Description	Videos, virtual experiments, text available to grades K-12

Study Island

Program Type	Supplemental, Intensive Intervention
School Type	Middle School, High School
Description	Standards based computer program that can be used either in addition to a curriculum (i.e. for a blended classroom) or as an intervention for students who are struggling with particular standards and need additional practice to reach mastery.

Pitsco

Program Type	Supplemental
School Type	Middle School, High School
Description	Project Based Learning software for our academy science classes

Instructional Alignment and Pacing

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals

District and school level fidelity checks provide the venue for verifying the fidelity of the programs. The effectiveness of intervention programs is reviewed with school staff and district staff a minimum of twice during the academic year. Effectiveness of the process used can be quantified through test data. The St. Johns County School District has been a top performer in the state in the percent of students who successfully pass the state End of Course exams. Reviewing student performance through district developed assessments

(DFAs) has been beneficial in providing teachers and students with standards based feedback on student performance.

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another

Will the district use its Student Progression Plan to satisfy this question?

No

Provide the hyperlink to the plan

Provide the page numbers of the plan that addresses this question

Description

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science

Yes

Needs Assessment

Underperforming Subgroups

Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	80%	77%	No	82%
American Indian	74%	69%	No	77%
Asian	89%	88%	No	90%
Black/African American	55%	48%	No	60%
Hispanic	76%	73%	No	79%
White	82%	79%	No	84%
English language learners	52%	49%	No	57%
Students with disabilities	51%	37%	No	57%
Economically disadvantaged	63%	55%	No	67%

Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	78%	79%	No	81%
American Indian	79%	67%	No	81%
Asian	91%	94%	No	92%
Black/African American	54%	51%	No	59%
Hispanic	75%	75%	No	77%
White	81%	81%	No	83%
English language learners	60%	68%	No	64%
Students with disabilities	53%	43%	No	58%
Economically disadvantaged	60%	57%	No	65%

Step Zero

District 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.** SJTHS will commit to a three year Professional Development plan, with the help of our district's Leadership team to strengthen our pedagogy in Florida Standards Based instruction.
- G2.** St. Johns Technical High School will add additional course offerings in the area of Career and Technical Education. The courses will incorporate Project Based and Blended Learning program with an emphasis on introducing students to Manufacturing careers.
- G3.** Our goal is to continue with our focus on data-driven decision making, differentiated instruction, and the employment of the coaching model to support ambitious instruction within the classroom.
- G4.** To better align our resources to maximize student outcomes and support, SJTHS will restructure and expand upon our current school-wide multi-tiered system of supports.
- G5.** To encourage an increase in professional collaboration and ambitious instruction between our teachers, SJTHS will offer financial incentives to instructional staff who increase student performance, and offer common planning time as a resource to reach thi
- G6.** SJTHS will increase the learning time of our students by providing tutoring on Tuesdays, enrichment on Wednesdays, some Saturday activities, and a three-week summer camp.

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. SJTHS will commit to a three year Professional Development plan, with the help of our district's Leadership team to strengthen our pedagogy in Florida Standards Based instruction. 1a

G034957

Targets Supported 1b

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
0033 - St. Johns Technical High School	FCAT 2.0 Reading % proficient	32.0	37.0	42.0
0033 - St. Johns Technical High School	FCAT 2.0 Math proficiency rate	56.0	61.0	66.0

Resources Available to Support the Goal 2

- Our District currently supports us through a CAST team (Curriculum Area Support Team) which is available in each of the four content areas to provide us with access to resources and professional development regarding content area standards.
- We are also provided with an Instructional Literacy Coach full time which is paid for through District level funds. Our ILC provides our teachers with hands on daily support in the areas of data disaggregation, professional development, classroom resources, and instructional strategies. Our ILC is also fully versed and able to provide support to our teachers with on-going implementation of the Florida Standards.

Targeted Barriers to Achieving the Goal 3

- Florida is currently in a state of transition with standards. We must be careful to support our teachers through this time to ensure that they have appropriate access to the necessary standards and resources to ensure rigor in the classroom.

Plan to Monitor Progress Toward G1. 8

Review of teacher PD surveys to ensure they are receiving appropriate PD. Teacher lesson plans will be reviewed to ensure appropriate standards are being addressed. The key would be to see an ongoing connection between the professional development being delivered and the connection in the teacher lesson/unit planning.

Person Responsible

Jennifer Gamble

Schedule

Evidence of Completion

Teacher surveys, lesson/unit plans, student performance data, and teacher observation data.

G2. St. Johns Technical High School will add additional course offerings in the area of Career and Technical Education. The courses will incorporate Project Based and Blended Learning program with an emphasis on introducing students to Manufacturing careers. 1a

 G032209

Targets Supported 1b

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
0033 - St. Johns Technical High School	Students graduating in 4 years with a standard high school diploma	37.0	42.0	47.0

Resources Available to Support the Goal 2

- The school has an existing relationship with a local manufacturing company where select students have opportunities for internships as part of their school program. The school also benefits from the services of a part-time Career Specialist who is able to coordinate career services for students.

Targeted Barriers to Achieving the Goal 3

- Currently, there are not sufficient opportunities for students to enroll in elective classes that provide project based learning environments.

Plan to Monitor Progress Toward G2. 8

Over the course of a three year period we will see an increase in the number of Project Based Learning opportunities for our students.

Person Responsible

Jessica Balla

Schedule

Evidence of Completion

Master schedule, student schedules, lesson plans, curriculum maps, student work samples.

G3. Our goal is to continue with our focus on data-driven decision making, differentiated instruction, and the employment of the coaching model to support ambitious instruction within the classroom. 1a

G030661

Targets Supported 1b

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
0033 - St. Johns Technical High School	FCAT 2.0 Math proficiency rate	56.0	61.0	66.0
0033 - St. Johns Technical High School	FCAT 2.0 Reading % proficient	32.0	37.0	42.0

Resources Available to Support the Goal 2

- Currently, SJTHS is provided (through district funds) with an Instructional Literacy Coach to support teachers' use of data-driven instruction resulting from the school-wide FOCUS calendar and through professional development.

Targeted Barriers to Achieving the Goal 3

- The SJTHS student demographics represents a disproportionately large ESE population with various needs across seven different grade levels. This presents the need to disaggregate the data resulting from our 2-week FOCUS standards-based progress monitoring assessments, district testing, student performance assessments required by the state, and on-going formative assessments.

Plan to Monitor Progress Toward G3. 8

The overall goal of continuing our focus on data-driven decision making, differentiated instruction, and the employment of the coaching model is to increase student performance. Through the use of the coaching model, our strategy is to employ two additional instructional coaches to support ambitious instruction in the classroom. As overall student performance data can only be measured once per year, we will include data monitoring of FOCUS assessments on a biweekly basis and district formative data on a quarterly basis to identify and target trends in student performance toward high-stakes state testing.

Person Responsible

Cynthia Williams

Schedule

Evidence of Completion

In order to show that the emphasis on ambitious instruction in the classroom and the use of the coaching model is successful, we will look to see an increase of at least 5% each year in our high stakes state testing scores (math, science and reading, where applicable) in each subsequent year of the grant.

G4. To better align our resources to maximize student outcomes and support, SJTHS will restructure and expand upon our current school-wide multi-tiered system of supports. **1a**

 G030660

Targets Supported **1b**

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
0033 - St. Johns Technical High School	Students graduating in 4 years with a standard high school diploma	37.0	42.0	47.0
0033 - St. Johns Technical High School	Students with 15 or more unexcused absences within 90 calendar days (Truants)	20.0	15.0	10.0
0033 - St. Johns Technical High School	Attendance rate	80.0	85.0	90.0

Resources Available to Support the Goal **2**

- SJTHS currently has a Guidance Counselor on staff who serves on our MTSS team to support our students. The role of our Guidance Counselor is to work together with the rest of our staff to help to ensure that our students are receiving the supports that they need.
- SJTHS currently relies on a functioning MTSS team which meets weekly to discuss school and student issues and problem solve for solutions.

Targeted Barriers to Achieving the Goal **3**

- Despite having an on-site Guidance Counselor with us full time, we are still finding the need for additional mental health support for our students. Our students encounter so many barriers to academic success outside of school, including difficult home lives, family dynamic issues, poverty, etc. These issues find a definite cross over to school each day. We struggle most of all to provide mental health support to those students. The additional resource of a Mental Health Counselor on staff here at SJTHS would provide us with the necessary additional help for these students. We would like to be able to provide the help and support to our students as they need the behavioral/emotional support.

Plan to Monitor Progress Toward G4. **8**

Over a three-year period, we will see an increase in the number of students reaching graduation.

Person Responsible

Cynthia Williams

Schedule

Evidence of Completion

Evidence of the success of our restructuring and expanding upon our current school-wide multi-tiered system of supports will be shown through attendance data, student grades, reduction in discipline referrals, and student performance data.

G5. To encourage an increase in professional collaboration and ambitious instruction between our teachers, SJTHS will offer financial incentives to instructional staff who increase student performance, and offer common planning time as a resource to reach thi **1a**

 G030294

Targets Supported **1b**

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
0033 - St. Johns Technical High School	FCAT 2.0 Math proficiency rate	34.0	39.0	44.0
0033 - St. Johns Technical High School	FCAT 2.0 Reading % proficient	27.0	32.0	37.0

Resources Available to Support the Goal **2**

- Instructional Literacy Coach on staff provided to us by the district. This position allows us to support our teachers with innovative instructional strategies, additional resources, and support both in and out of the classroom.
- District supported instructional support. Our district provides us with additional content area experts who come to our school to help us with professional development needs, classroom resources, and other needs when necessary.

Targeted Barriers to Achieving the Goal **3**

- SJTHS serves students in grades 6-12, so the challenge will be to find flexibility within the schedule to allow for everyone to have common planning.

Plan to Monitor Progress Toward G5. **8**

Over time, it is our hope that the common planning time allows the teachers to become better instructional leaders within our school, thereby improving student performance.

Person Responsible

Jennifer Gamble

Schedule

Evidence of Completion

FOCUS quiz scores should improve over time, student performance data (FCAT, EOC, DFAs) should increase on a quarterly, and yearly basis.

G6. SJTHS will increase the learning time of our students by providing tutoring on Tuesdays, enrichment on Wednesdays, some Saturday activities, and a three-week summer camp. 1a

G030295

Targets Supported 1b

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
0033 - St. Johns Technical High School	FCAT 2.0 Reading % proficient	27.0	32.0	37.0
0033 - St. Johns Technical High School	FCAT 2.0 Math proficiency rate	51.0	56.0	61.0

Resources Available to Support the Goal 2

- Staff who are available to assist with after school tutoring and enrichment activities on Tuesday and Wednesday as well as the three-week Summer Bridge Camp. These teachers are all highly skilled and committed to student success.
- Our school serves students throughout St. Johns County and therefore already has a transportation system set up to support our after school and summer activities.

Targeted Barriers to Achieving the Goal 3

- Although we do have a transportation system set up to support our after school and summer activities, we are a small school and the bus runs can be a costly expense each month to ensure that all students are able to participate. The after school and summer activities are an additional expense beyond what our district provides for us. Our transportation system pulls throughout the entire county.
- With the additional learning time comes the need for tutors to help support the needs of our students.

Plan to Monitor Progress Toward G6. 8

Increase of learning time

Person Responsible

Jennifer Gamble

Schedule

Evidence of Completion

after school attendance records, summer bridge camp records, attendance logs for Saturday enrichment activities.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. SJTHS will commit to a three year Professional Development plan, with the help of our district's Leadership team to strengthen our pedagogy in Florida Standards Based instruction. **1**

 G034957

G1.B1 Florida is currently in a state of transition with standards. We must be careful to support our teachers through this time to ensure that they have appropriate access to the necessary standards and resources to ensure rigor in the classroom. **2**

 B083153

G1.B1.S1 Deliver structured on-going professional development to teachers in their appropriate areas of need. **4**

 S093826

Strategy Rationale

By providing support for teachers to focus on their instruction of the standards, research has shown that instructional practice improves, student motivation improves, and overall student performance in the classroom can improve.

Action Step 1 **5**

We will first develop a survey to assess teachers' areas of need for professional development.

Person Responsible

Wayne Beck

Schedule

On 5/9/2014

Evidence of Completion

Survey of needs to be given to teachers to assess professional development needs.

Action Step 2 5

We will then distribute the professional development needs survey to teachers.

Person Responsible

Wayne Beck

Schedule

Annually, from 5/12/2014 to 5/16/2014

Evidence of Completion

Survey will be distributed to all staff members during a faculty meeting.

Action Step 3 5

The completed needs surveys will be collected from teachers.

Person Responsible

Wayne Beck

Schedule

Annually, from 5/19/2014 to 5/23/2014

Evidence of Completion

Surveys will be returned to our ILC.

Action Step 4 5

Next, data from the surveys will be analyzed to determine the highest priority of professional development needs.

Person Responsible

Wayne Beck

Schedule

Annually, from 5/26/2014 to 5/30/2014

Evidence of Completion

An Excel spreadsheet will be developed to show the results of the survey with the highest needs prioritized.

Action Step 5 5

From our analysis of high-priority needs, we will develop a professional development schedule.

Person Responsible

Jennifer Gamble

Schedule

Annually, from 6/2/2014 to 6/6/2014

Evidence of Completion

Professional development calendar.

Action Step 6 5

We will then schedule appropriate professional development sessions based on calendar dates.

Person Responsible

Jennifer Gamble

Schedule

Annually, from 8/4/2014 to 8/22/2014

Evidence of Completion

Ms. Gamble will schedule PD dates based on our calendar and send confirmations to our Exec. Secretary Ms. Hodapp.

Action Step 7 5

Provide professional development as needed according to the calendar.

Person Responsible

Jennifer Gamble

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional development calendar, meeting notes, sign in sheets, hand outs.

Action Step 8 5

Develop a follow up survey to ensure that the teachers needs for professional development have been met.

Person Responsible

Wayne Beck

Schedule

On 5/15/2015

Evidence of Completion

Post Survey will be developed by ILC

Action Step 9 5

Hand out post- PD schedule to teachers

Person Responsible

Wayne Beck

Schedule

Annually, from 5/18/2015 to 5/22/2015

Evidence of Completion

PD will be distributed during a faculty meeting

Action Step 10 5

Completed post surveys will be collected from the staff.

Person Responsible

Wayne Beck

Schedule

Annually, from 5/25/2015 to 5/29/2015

Evidence of Completion

Surveys will be returned to our ILC

Action Step 11 5

Post-surveys will be analyzed to determine if any additional PD or follow up is needed.

Person Responsible

Jennifer Gamble

Schedule

Annually, from 6/1/2015 to 6/5/2015

Evidence of Completion

An Excel spreadsheet will be developed to show the results of the post-survey

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

Our district CAST team will regularly monitor our professional development plan, providing guidance and resources as necessary.

Person Responsible

Linda Thomson

Schedule***Evidence of Completion***

CAST team meeting notes and correspondence with SJTHS.

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

Teachers will cite the appropriate standards that they are using during classes in their lesson plans.

Person Responsible

Jennifer Gamble


Schedule***Evidence of Completion***

Teachers will submit lesson plans to administration for review.


G2. St. Johns Technical High School will add additional course offerings in the area of Career and Technical Education. The courses will incorporate Project Based and Blended Learning program with an emphasis on introducing students to Manufacturing careers. **1**

 G032209

G2.B1 Currently, there are not sufficient opportunities for students to enroll in elective classes that provide project based learning environments. **2**

 B075555

G2.B1.S1 Add additional course offerings which focus on providing students with additional hands-on learning opportunities. **4**

 S085547

Strategy Rationale

Current course offerings are limited and there are not sufficient resources to add the materials needed to provide these opportunities within our current budget.

Action Step 1 **5**

Determine appropriate certification requirements for a full-time teacher in the Project Based Learning program

Person Responsible

Cynthia Williams

Schedule

On 6/6/2014

Evidence of Completion

Copy of curriculum framework for appropriate approved FLDOE course offering.

Action Step 2 **5**

Advertise for a teacher.

Person Responsible

Cynthia Williams

Schedule

On 7/4/2014

Evidence of Completion

Copy of district postings.

Action Step 3 5

Interview teachers for the vacant position.

Person Responsible

Cynthia Williams

Schedule

On 7/11/2014

Evidence of Completion

Schedule of interviewees.

Action Step 4 5

Select a teacher based on meeting school and student needs.

Person Responsible

Cynthia Williams

Schedule

On 7/25/2014

Evidence of Completion

Copy of recommendation sent to Human Resources.

Action Step 5 5

Recommend a teacher based on meeting school and student needs.

Person Responsible

Cynthia Williams

Schedule

On 7/31/2014

Evidence of Completion

Copy of recommendation sent to Human Resources.

Action Step 6 5

Hire the teacher and process his/her employment through Human Resources.

Person Responsible

Joseph Joyner

Schedule

On 8/4/2014

Evidence of Completion

List of hired applicants taken to the School Board for Board approval.

Action Step 7 5

Order materials, supplies and furniture necessary to operate the Project Based and Blended Learning program.

Person Responsible

Cynthia Williams

Schedule

Annually, from 8/1/2014 to 6/5/2015

Evidence of Completion

Purchase orders and receipt documentation for designated items

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

Monitor purchase requisitions and staffing decisions as related to Project Based Learning.

Person Responsible

George Leidigh

Schedule

Evidence of Completion

Approved purchase requisitions and on site visit documentation.

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

Additional courses will be added to the master schedule to reflect Project Based Learning opportunities.

Person Responsible

Jessica Balla


Schedule***Evidence of Completion***

Copy of the master schedule

G3. Our goal is to continue with our focus on data-driven decision making, differentiated instruction, and the employment of the coaching model to support ambitious instruction within the classroom. 1

 G030661

G3.B1 The SJTHS student demographics represents a disproportionately large ESE population with various needs across seven different grade levels. This presents the need to disaggregate the data resulting from our 2-week FOCUS standards-based progress monitoring assessments, district testing, student performance assessments required by the state, and on-going formative assessments. 2

 B071414

G3.B1.S1 Hire two additional instructional coaches in the areas of data and ESE. 4

 S080503

Strategy Rationale

The coaches will be responsible for examining student data and classroom performance to ensure proper accommodations and differentiated instruction are delivered in the classroom to support student need.

Action Step 1 5

Post for content area coaches at SJTHS in the areas of Data Coach, and ESE.

Person Responsible

Cynthia Williams

Schedule

On 6/2/2014

Evidence of Completion

Ms. Williams will coordinate with Human Resources department to post the positions to the SJCSJ JOBS website.

Action Step 2 5

Select candidates to interview from the instructional coaches posting for both postings Data Coach and ESE.

Person Responsible

Cynthia Williams

Schedule

On 6/27/2014

Evidence of Completion

Ms. Williams will select the appropriate candidates to interview for both instructional coach positions.

Action Step 3 5

Schedule interviews for both of the instructional coach positions at SJTHS.

Person Responsible

Cynthia Williams

Schedule

On 6/30/2014

Evidence of Completion

Interview times will be scheduled for the coaching positions.

Action Step 4 5

Interview for both coaching positions at SJTHS.

Person Responsible

Cynthia Williams

Schedule

On 7/4/2014

Evidence of Completion

Interviews will be conducted for both coaching positions at SJTHS (Data Coach, and ESE).

Action Step 5 5

Select two qualified candidates for the instructional coaching positions at SJTHS

Person Responsible

Schedule

On 7/11/2014

Evidence of Completion

The candidates will be chosen from the pool of applicants.

Action Step 6 5

Hire the two instructional coaches (Data Coach and ESE) for SJTHS

Person Responsible

Cynthia Williams

Schedule

On 8/1/2017

Evidence of Completion

Two new instructional coaches will be hired for SJTHS

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

Once the two instructional coaches have been hired, they will work in conjunction with our Instructional Literacy Coach (a position that is provided to us by the district), and thus form our Instructional Data Team at SJTHS. This team of coaches as a main part of our MTSS team will be responsible for monitoring all of the data that is formulated from 2-week FOCUS standards-based progress monitoring assessments, district testing, student performance assessments required by the state, and on-going formative assessments/remediation efforts. The team will also emphasize an analysis of the needs and progress of our ESE population, working with each department to ensure that our students continually receive the support and individualized instruction required in order to master the standards.

Person Responsible

Cynthia Williams

Schedule***Evidence of Completion***

Coaches will chart their interactions with teachers and students through the use of coaches' logs.

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

The MTSS team will meet with the instructional coaches to regularly review school wide data, areas of focus as indicated on individual coach's logs, areas of concern, and to develop strategies to eliminate these areas of concerns.


Person Responsible

Cynthia Williams


Schedule***Evidence of Completion***

Meeting notes from coaches/department meetings, student data from FOCUS quizzes, teacher lesson plans, remediation/tutoring data, student grades, student performance data.

G4. To better align our resources to maximize student outcomes and support, SJTHS will restructure and expand upon our current school-wide multi-tiered system of supports. 1

 G030660

G4.B1 Despite having an on-site Guidance Counselor with us full time, we are still finding the need for additional mental health support for our students. Our students encounter so many barriers to academic success outside of school, including difficult home lives, family dynamic issues, poverty, etc. These issues find a definite cross over to school each day. We struggle most of all to provide mental health support to those students. The additional resource of a Mental Health Counselor on staff here at SJTHS would provide us with the necessary additional help for these students. We would like to be able to provide the help and support to our students as they need the behavioral/emotional support. 2

 B071413

G4.B1.S1 Hire a full-time Mental Health Counselor for SJTHS to provide additional supports for our students. 4

 S080502

Strategy Rationale

The addition of a full-time Mental Health Counselor on site would provide us the resource we need to intervene with students as specific crisis needs occur as well as implement preventative measures at our school.

Action Step 1 5

Post for a full-time Mental Health Counselor at SJTHS

Person Responsible

Cynthia Williams

Schedule

On 7/1/2014

Evidence of Completion

Employee posting will appear on SJCSD JOBS website.

Action Step 2 5

Select candidates for interviews from posting.

Person Responsible

Cynthia Williams

Schedule

On 7/21/2014

Evidence of Completion

Ms. Williams will select the appropriate candidates to interview for the Mental Health Counselor position at SJTHS.

Action Step 3 5

Interview the candidates selected from the posting.

Person Responsible

Cynthia Williams

Schedule

On 8/1/2014

Evidence of Completion

Interviews will be conducted with the selected candidates.

Action Step 4 5

Select a person to hire for the Mental Health Counselor position.

Person Responsible

Cynthia Williams

Schedule

On 8/1/2014

Evidence of Completion

Ms. Williams will select the person who is best qualified to meet the needs for the Mental Health Counselor position.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The Mental Health Counselor will be required to attend our weekly MTSS meetings and report back as to which students he/she is meeting with and the progress that is being made during those meetings. During this time, any additional supports or problem solving that needs to be done to help these students can also be addressed.

Person Responsible

Lorna Kirkham

Schedule

Weekly, from 8/18/2014 to 8/21/2017

Evidence of Completion

Calendar logs from Mental Health Counselor, MTSS meeting notes, district MTSS system.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The MTSS team, in conjunction with the District Coordinator of Accountability, will regularly monitor for the effectiveness of our increased focus on providing mental health counseling through use of our district-wide MTSS data system, meeting notes, and attendance and discipline records.


Person Responsible

Lorna Kirkham


Schedule***Evidence of Completion***

Evidence will be collected in the form of meeting notes, a reduction in time spent out of class, attendance, reduction in discipline referrals, and increase in academic performance (report card data, district formative assessment and/or state testing data).

G5. To encourage an increase in professional collaboration and ambitious instruction between our teachers, SJTHS will offer financial incentives to instructional staff who increase student performance, and offer common planning time as a resource to reach thi **1**

 G030294

G5.B1 SJTHS serves students in grades 6-12, so the challenge will be to find flexibility within the schedule to allow for everyone to have common planning. **2**

 B070560

G5.B1.S1 Build time within the master schedule for all subject area teachers to have common planning time. This may mean having to find teachers with multiple subject certifications to allow for additional scheduling flexibility. Coaches may be used for additional support. Due to the small nature of our school, these teachers will also (by default) be grouped across grade levels. **4**

 S079165

Strategy Rationale

By allowing teachers to have common planning, teachers are encouraged to support one another as they plan for instruction and differentiation for the students. This will increase student performance. The additional compensation serves as a reward for teachers/staff for the additional time, effort, and participation required outside school hours.

Action Step 1 **5**

Develop the master schedule for 2014-2015 to include common planning time for content areas.

Person Responsible

Jessica Balla

Schedule

On 8/18/2014

Evidence of Completion

The master schedule will reflect common planning time for all content area teachers, as well as grouped by grade level.

Action Step 2 5

Determine selected staff to receive additional financial performance incentives based on new negotiated agreement which provides established contract criteria.

Person Responsible

Cynthia Williams

Schedule

On 6/5/2015

Evidence of Completion

Printout of District Grant activity with payroll distribution.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Common planning time within the master schedule

Person Responsible

Cynthia Williams

Schedule***Evidence of Completion***

copy of the master schedule

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Coaches and administrative team will meet as a group weekly to review use of common planning time, to review lesson plans and remediation tools, and ensure that the time is being used wisely to plan ambitious instruction for our students.


Person Responsible

Jennifer Gamble


Schedule***Evidence of Completion***

Lesson plans, remediation schedules, FOCUS quiz data, re-quiz scores

G6. SJTHS will increase the learning time of our students by providing tutoring on Tuesdays, enrichment on Wednesdays, some Saturday activities, and a three-week summer camp. **1**

 G030295

G6.B1 Although we do have a transportation system set up to support our after school and summer activities, we are a small school and the bus runs can be a costly expense each month to ensure that all students are able to participate. The after school and summer activities are an additional expense beyond what our district provides for us. Our transportation system pulls throughout the entire county. **2**

 B070561

G6.B1.S1 SJTHS will use SIG grant funds to help offset the cost of transporting our students home from after school activities on Tuesdays and Wednesdays, as well as to and from school during the three-week summer camp. **4**

 S079166

Strategy Rationale

The additional learning time provided by the Tuesday and Wednesday one-hour sessions (as well as the three-week summer session) will provide our students the additional time they need to be successful in their academics. Many of our students are low level learners, struggle academically, or have learning and/or processing deficits that make the "traditional" learning process a challenge for them. By allowing our students to work with teachers after school, and over the summer, we can provide them with the additional time and setting they need to process the learning materials for mastery of the standards presented. This will also allow students to work through the materials in different ways, or use different methods which can prove to be successful.

Action Step 1 **5**

Apply for the SIG grant to be able to use some of the funds to offset transportation costs.

Person Responsible

George Leidigh

Schedule

On 3/18/2014

Evidence of Completion

SJTHS will submit a completed SIG Phase 1 and Phase 2 proposal according to FLDOE requirements and deadlines.

Action Step 2 5

Communicate with transportation to obtain estimate of transportation costs based on 2014-2015 enrollment

Person Responsible

Jennifer Gamble

Schedule

On 8/29/2014

Evidence of Completion

Transportation estimate of cost for after school and summer enrichment program will be provided to SJTHS in order to estimate budget costs.

Action Step 3 5

Contract with transportation for additional bus runs on Tuesdays and Wednesdays as well as to and from school during our three-week summer camp. These times are outside the regular transportation that is regularly provided to all students.

Person Responsible

Cynthia Williams

Schedule

On 6/5/2015

Evidence of Completion

Transportation will send a schedule for the year as well a detailed bill of costs.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Administration will review budget with District to ensure correct allocation of funds

Person Responsible

George Leidigh

Schedule***Evidence of Completion***

Budget printout of expenses

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Transportation will be provided for after school and summer activities


Person Responsible

Jennifer Gamble


Schedule***Evidence of Completion***

Bus route lists

G6.B2 With the additional learning time comes the need for tutors to help support the needs of our students. 2

 B083337

G6.B2.S1 SJTHS will use SIG funds to hire tutors to work with students in after school activities. 4

 S094110

Strategy Rationale

The addition of the tutors will help with giving more 1:1 attention to those students who need more individualized attention.

Action Step 1 5

Post for additional tutors

Person Responsible

Cynthia Williams

Schedule

On 8/20/2014

Evidence of Completion

Ms. Williams will coordinate with Human Resources department to post position to SJCSJ JOBS website.

Action Step 2 5

Select candidates to interview for the tutor position(s)

Person Responsible

Cynthia Williams

Schedule

On 8/25/2014

Evidence of Completion

Selected candidates to interview.

Action Step 3 5

Schedule interview for tutoring position(s)

Person Responsible

Cynthia Williams

Schedule

On 8/25/2014

Evidence of Completion

Interview times will be scheduled

Action Step 4 5

Interview for tutoring position(s)

Person Responsible

Cynthia Williams

Schedule

On 8/29/2014

Evidence of Completion

Interviews will be conducted

Action Step 5 5

Select qualified candidates for tutoring position(s)

Person Responsible

Cynthia Williams

Schedule

On 8/29/2014

Evidence of Completion

Candidates will be chosen from the pool of applicants

Action Step 6 5

Hire tutoring positions

Person Responsible

Cynthia Williams

Schedule

On 9/1/2014

Evidence of Completion

New tutor(s) will be hired for SJTHS

Action Step 7 5

Contract services for enrichment activities

Person Responsible

Cynthia Williams

Schedule

Monthly, from 8/11/2014 to 8/15/2014

Evidence of Completion

Contract for after school enrichment

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Tutors will log their hours used for working with students

Person Responsible

Jennifer Gamble

Schedule

Evidence of Completion

tutor logs

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

additional learning time will be used by the tutors to provide additional learning opportunities, remediation, etc.

Person Responsible

Jennifer Gamble

Schedule

Evidence of Completion

tutor logs, tutor attendance sheets, summer brige camp calendar, Saturday enrichment logs

Implementation Timeline

Professional Development

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

G1. SJTHS will commit to a three year Professional Development plan, with the help of our district's Leadership team to strengthen our pedagogy in Florida Standards Based instruction.

G1.B1 Florida is currently in a state of transition with standards. We must be careful to support our teachers through this time to ensure that they have appropriate access to the necessary standards and resources to ensure rigor in the classroom.

G1.B1.S1 Deliver structured on-going professional development to teachers in their appropriate areas of need.

PD Opportunity 1

We will first develop a survey to assess teachers' areas of need for professional development.

Facilitator

Wayne Beck

Participants

SJTHS staff

Schedule

On 5/9/2014

PD Opportunity 2

We will then distribute the professional development needs survey to teachers.

Facilitator

Wayne Beck

Participants

SJTHS staff

Schedule

Annually, from 5/12/2014 to 5/16/2014

PD Opportunity 3

The completed needs surveys will be collected from teachers.

Facilitator

Wayne Beck

Participants

SJTHS staff

Schedule

Annually, from 5/19/2014 to 5/23/2014

PD Opportunity 4

Next, data from the surveys will be analyzed to determine the highest priority of professional development needs.

Facilitator

Wayne Beck

Participants

SJTHS staff

Schedule

Annually, from 5/26/2014 to 5/30/2014

PD Opportunity 5

From our analysis of high-priority needs, we will develop a professional development schedule.

Facilitator

Jennifer Gamble

Participants

SJTHS staff

Schedule

Annually, from 6/2/2014 to 6/6/2014

PD Opportunity 6

We will then schedule appropriate professional development sessions based on calendar dates.

Facilitator

Ms. Gamble

Participants

SJTHS as appropriate by PD opportunity.

Schedule

Annually, from 8/4/2014 to 8/22/2014

PD Opportunity 7

Provide professional development as needed according to the calendar.

Facilitator

Wayne Beck/Jennifer Gamble and various outside sources as determined by the PD calendar

Participants

SJTHS staff

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

PD Opportunity 8

Develop a follow up survey to ensure that the teachers needs for professional development have been met.

Facilitator

Wayne Beck

Participants

SJTHS staff

Schedule

On 5/15/2015

PD Opportunity 9

Hand out post- PD schedule to teachers

Facilitator

Wayne Beck

Participants

SJTHS staff

Schedule

Annually, from 5/18/2015 to 5/22/2015

PD Opportunity 10

Completed post surveys will be collected from the staff.

Facilitator

Wayne Beck

Participants

SJTHS Staff

Schedule

Annually, from 5/25/2015 to 5/29/2015

PD Opportunity 11

Post-surveys will be analyzed to determine if any additional PD or follow up is needed.

Facilitator

Jennifer Gamble

Participants

SJTHS Staff

Schedule

Annually, from 6/1/2015 to 6/5/2015

Technical Assistance

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: SJTHS will commit to a three year Professional Development plan, with the help of our district's Leadership team to strengthen our pedagogy in Florida Standards Based instruction.	66,000
Goal 2: St. Johns Technical High School will add additional course offerings in the area of Career and Technical Education. The courses will incorporate Project Based and Blended Learning program with an emphasis on introducing students to Manufacturing careers.	463,143
Goal 3: Our goal is to continue with our focus on data-driven decision making, differentiated instruction, and the employment of the coaching model to support ambitious instruction within the classroom.	562,241
Goal 4: To better align our resources to maximize student outcomes and support, SJTHS will restructure and expand upon our current school-wide multi-tiered system of supports.	199,646
Goal 5: To encourage an increase in professional collaboration and ambitious instruction between our teachers, SJTHS will offer financial incentives to instructional staff who increase student performance, and offer common planning time as a resource to reach thi	438,144
Goal 6: SJTHS will increase the learning time of our students by providing tutoring on Tuesdays, enrichment on Wednesdays, some Saturday activities, and a three-week summer camp.	261,279
Grand Total	1,990,453

Goal 1: SJTHS will commit to a three year Professional Development plan, with the help of our district's Leadership team to strengthen our pedagogy in Florida Standards Based instruction.		
Description	Source	Total
B1.S1.A7 - Travel expenses for professional development	SIG 1003(g)	43,500
B1.S1.A7 - Contract services for professional development	SIG 1003(g)	22,500
Total Goal 1		66,000

Goal 2: St. Johns Technical High School will add additional course offerings in the area of Career and Technical Education. The courses will incorporate Project Based and Blended Learning program with an emphasis on introducing students to Manufacturing careers.		
Description	Source	Total
B1.S1.A1 - computers to operate Adobe software for Project Based learning leading to manufacturing promotional enterprise program	SIG 1003(g)	21,100
B1.S1.A1	SIG 1003(g)	7,000
B1.S1.A1 - Printers and other computer devices	SIG 1003(g)	7,950
B1.S1.A1 - Classroom supplies to include paper, pencils, printing materials and other materials necessary to produce printed materials.	SIG 1003(g)	16,700
B1.S1.A6 - Teacher hired at approximately \$42,000 at 40% for year 1, 60% for year 2 and 80% for year 3. As teacher is proficient in their teaching there is a projected \$1,000 increase in salary each year.	SIG 1003(g)	105,600
B1.S1.A6	SIG 1003(g)	7,338

Goal 2: St. Johns Technical High School will add additional course offerings in the area of Career and Technical Education. The courses will incorporate Project Based and Blended Learning program with an emphasis on introducing students to Manufacturing careers.

Description	Source	Total
B1.S1.A6	SIG 1003(g)	1,986
B1.S1.A6	SIG 1003(g)	231
B1.S1.A6	SIG 1003(g)	1,056
B1.S1.A6	SIG 1003(g)	264
B1.S1.A6	SIG 1003(g)	330
B1.S1.A6	SIG 1003(g)	1,440
B1.S1.A6	SIG 1003(g)	0
B1.S1.A6 - Indirect cost at 5.32%	SIG 1003(g)	6,243
B1.S1.A7 - Printers for manufacturing course offered to students	SIG 1003(g)	3,600
B1.S1.A7 - Tables and other furnishings needed for cooperative project based learning	SIG 1003(g)	4,500
B1.S1.A7 - Heat press, vinyl cutter, thermal poster maker or other necessary machines/ tools needed for career course	SIG 1003(g)	16,100
B1.S1.A7 - Consumable materials and supplies needed to provide the project based learning opportunities for the students	SIG 1003(g)	19,000
B1.S1.A7 - Industry certification software annual licensing	SIG 1003(g)	51,000
B1.S1.A7 - Laptop computers and replacements needed to run the industry software necessary for industry certification.	SIG 1003(g)	28,500
B1.S1.A7 - Necessary software to operate the online certification coursework that may include Adobe Photoshop and other necessary software	SIG 1003(g)	13,200
B1.S1.A7 - consumable materials and supplies needed to implement the project based learning	SIG 1003(g)	5,300
B1.S1.A7 - Professional travel for career staff to attend training and visit cooperating businesses to coordinate student skill acquisition with local business needs.	SIG 1003(g)	9,000
B1.S1.A7 - Online software to support academic learning for students enrolled in coursework for academic support in a blended classroom. Software will be robust with academic support in multiple subjects	SIG 1003(g)	120,000
B1.S1.A7 - Indirect costs at 5.32%	SIG 1003(g)	15,705
Total Goal 2		463,143

Goal 3: Our goal is to continue with our focus on data-driven decision making, differentiated instruction, and the employment of the coaching model to support ambitious instruction within the classroom.

Description	Source	Total
B1.S1.A1 - Software to support blended learning for our classroom teachers to utilize to provide individualized instructional opportunities for teachers who may teach more than one preparation per period.	SIG 1003(g)	114,000
B1.S1.A6	SIG 1003(g)	380,000
B1.S1.A6	SIG 1003(g)	26,410
B1.S1.A6	SIG 1003(g)	7,148
B1.S1.A6	SIG 1003(g)	826
B1.S1.A6	SIG 1003(g)	3,800
B1.S1.A6	SIG 1003(g)	950
B1.S1.A6	SIG 1003(g)	5,700
B1.S1.A6 - Life insurance	SIG 1003(g)	1,900
B1.S1.A6 - Indirect costs @ 5.32%	SIG 1003(g)	21,507
Total Goal 3		562,241

Goal 4: To better align our resources to maximize student outcomes and support, SJTHS will restructure and expand upon our current school-wide multi-tiered system of supports.

Description	Source	Total
B1.S1.A4	SIG 1003(g)	169,000
B1.S1.A4	SIG 1003(g)	11,745
B1.S1.A4	SIG 1003(g)	3,180
B1.S1.A4	SIG 1003(g)	368
B1.S1.A4	SIG 1003(g)	1,690
B1.S1.A4	SIG 1003(g)	423
B1.S1.A4	SIG 1003(g)	846
B1.S1.A4	SIG 1003(g)	2,536
B1.S1.A4 - Indirect cost rate @ 5.32%	SIG 1003(g)	9,858
Total Goal 4		199,646

Goal 5: To encourage an increase in professional collaboration and ambitious instruction between our teachers, SJTHS will offer financial incentives to instructional staff who increase student performance, and offer common planning time as a resource to reach thi

Description	Source	Total
B1.S1.A2	SIG 1003(g)	355,920
B1.S1.A2	SIG 1003(g)	31,275
B1.S1.A2	SIG 1003(g)	8,463
B1.S1.A2	SIG 1003(g)	978
B1.S1.A2	SIG 1003(g)	4,500
B1.S1.A2	SIG 1003(g)	1,125
B1.S1.A2	SIG 1003(g)	2,250
B1.S1.A2	SIG 1003(g)	6,750
B1.S1.A2	SIG 1003(g)	26,883
Total Goal 5		438,144

Goal 6: SJTHS will increase the learning time of our students by providing tutoring on Tuesdays, enrichment on Wednesdays, some Saturday activities, and a three-week summer camp.

Description	Source	Total
B1.S1.A3 - Supplemental transportation costs for students to participate in after school tutoring and enrichment activities	SIG 1003(g)	116,400
B1.S1.A3	SIG 1003(g)	6,033
B2.S1.A6 - Tutors to provide after school tutoring and enrichment for targeted students	SIG 1003(g)	74,040
B2.S1.A6 - employee benefits necessary for tutors	SIG 1003(g)	14,808
B2.S1.A6 - Indirect cost at 5.32%	SIG 1003(g)	4,344
B2.S1.A7 - Contracted services for after school art/music and/or other enrichment activities	SIG 1003(g)	43,500
B2.S1.A7 - Indirect cost at 5.32%	SIG 1003(g)	2,154
Total Goal 6		261,279