

St. Johns County School District

St. Johns Technical High School



2015-16 School Improvement Plan

St. Johns Technical High School

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www-sjths.stjohns.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	33%

School Grades History

Year	2009-10	2008-09
Grade	F	F

School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of St. Johns Technical High School is to customize and deliver an appropriate learning path for each student in a supportive and responsive environment where students who might not otherwise experience success are encouraged to develop a strong work ethic while exploring vocational opportunities and achieving high standards in character and academics.

Provide the school's vision statement

SJTHS was founded on the belief that all students can develop the skills, motivation, and perseverance required to complete high school and pursue the careers and lives of their choosing. Excellent teaching, challenging course material, and a positive school culture allow all students to become college/career ready. Above all else, we value:

Achievement

We focus on results and do whatever it takes to accomplish our goals.

Respect

We treat every person and everything as we want to be treated.

Responsibility

We look to ourselves to do what needs to be done.

Perseverance

We never give up.

Teamwork

Helping a member of our team is helping ourselves. When one succeeds, we all succeed.

Enthusiasm

We remain positive. The positivity we show gives us strength.

School Environment

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

Demographical information is initially collected and aggregated during the registration process and subsequently transcribed and transferred into the ESchool Plus, less the IEPs that are housed in the cum records at the school. The cultural and relationship building for this was initiated during the Summer Bridge program, where student learning took place via small group instruction. This program included a plethora on and off campus learning experiences that enable the teachers to get and learn each child before the next new school year. Moreover, this program allowed the students in attendance to cultivate a love for lifelong learning.

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

Students are made to feel welcome and safe through the use of routines and protocols that include but are not limited to: a strictly enforced morning routine that focuses on attendance, goal setting, and verbally stating behavioral and academic expectations for the students as well as the staff. The schools end of the day routine includes an overview of the students work, behavior, and goals. Students are then verbally praised and rewarded accordingly for their stellar behavioral and academic achievements/efforts.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At SJTHS, our behavioral system follows this format:

1. Under our administration, we have "Child Study" (feedback/reformulation) groups in place (admin, faculty, and staff who periodically meet with admin to discuss behavioral monitoring, tracking, and provide feedback).
2. Through the strategies of "Capturing Kids Hearts", we continually model and coach students to understand and display the behaviors that are desired at our school. We strive for a welcoming, positive, and valuing school climate that works toward helping students understand and abide by our system. This goal is accomplished via curricula and training for problem solving, self control, conflict resolution, positive and respectful interaction with others. We use the "Character Counts" program and our system is:
 - Proactive (for all students)
 - Reactive/remedial (specialized intervention for violators)

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

This year we have expanded our staff to include a mental health counselor. We have also vamped up our child study program to include personnel from the district level as an extension of the school's MTSS/RTI process.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	14	17	10	16	7	9	12	85

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

At SJTHS we track and monitor all students for warning indicators through our Child Study team and social worker. Upon admission to SJTHS, all students sign a contract for attendance, behavioral, and academic standards. Students are heavily monitored and students are continually given feedback. Weekly behavioral and academics progress reports are printed and handed out to all APEX students (grades 6-8) and signed by parents. Success meetings are called at the sign of a problem that include admin, child study team, our APEX coordinator, and school social worker (when truancy is a risk factor).

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183451>.

Description

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

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

This aspect is unique to our school as we maintain and foster a relationship with the Carlisle group. New Culinary Academy (20 students in 1st year) & Academy of Coastal and Water Resources. This relationship has allowed our students to become more familiar with the nuances of working in an establishment that creates goods. Several of our students in the past have had the chance to intern and later become employed.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Williams, Cynthia	Principal
Hart, Juliet	Administrative Support
Cromwell, Holly	Attendance/Social Work
Gamble, Jennifer	Assistant Principal
fisher, Dwaine	Dean
Church, Richard	Guidance Counselor
Abramowitz, Susan	Psychologist
Davis, Paula	Instructional Coach

Duties

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

Principal: Cynthia Williams

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Jennifer Gamble

Provides administrative assistance to the SJTHS principal, ensures school compliance with federal policies including Title 1 and DA, conducts data chats with teachers, and assists with data disaggregation, Rtl, and FCIM.

Instructional Literacy Coach: Paula Davis

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that identify students to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Success Coach: Juliet Hart

Provides support to students by tracking individual academic progress, attendance and discipline. The coach schedules parent conferences, issues contracts and weekly progress reports and serves as a liaison to teachers of vocational courses. The coach will advocate for students, recruit mentors, and provide counseling as needed.

Coordinator for APEX/LEAP: Essie Martin

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Provides support to seventh and eighth grade students by tracking individual academic progress, attendance and discipline, serving as an advocate for students, recruiting mentors and providing counseling as needed for all sixth, seventh and eighth graders. The APEX/LEAP coordinator schedules parent conferences, issues contracts and weekly progress reports. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Guidance Counselor: Richard Church

Provides information, guidance and support to students related to scheduling, graduation requirements, testing, scholarships, and GPA monitoring, and counsels students with personal issues

as needed. Coordinates FCAT testing. Serves as LEA for ESE department.

Dean: Dwaine Fisher

- Provides vision for both academic and behavioral success.
- Plans, implements and monitors the progress of school improvement.
- Implements Response to Intervention as a school-wide method of raising student achievement outcomes through data review and problem-solving
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Meeting frequency - weekly

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Rtl Leadership Team designated a working group to represent the team in development and implementation of the school improvement plan as it pertains to MTSS/Rtl. This working group provides data on MTSS/Rtl Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.

Principal: Cynthia Williams

Assistant Principal: Jennifer Gamble

Instructional Literacy Coach: Paula Davis

Student Success Coach: Juliet Hart

Coordinator for APEX/LEAP: Essie Martin

Guidance Counselor: Richard Church

Dean: Dwaine Fisher

School Psychologist: Jim Langholtz

Mental Health Counselor: Susan Abramowitz

Title I, Part A

SJTHS is fortunate to be a Title 1 school and awarded Title I funds, which allows the school to hire additional personnel to assist students who struggle in reading. Specifically, these funds provide for one full time reading teacher and a large portion of a second reading teacher. All SJTHS teachers are highly qualified and adhere to best practices that ensure student performance. These include ongoing progress monitoring of students. SJTHS uses the Florida Assessment in Reading (FAIR) which is a research-based, comprehensive program to diagnose reading deficiencies. Teachers prescribe reading strategies for students at all reading levels based on FAIR results. Other research-based strategies include: FCAT Explorer, Discovery Assessment, Plato lab, Florida Achieves and Reading Plus to monitor progress and deliver supplementary instruction and remediation in math, science, reading, writing and social studies.

Title I, Part C- Migrant

Migrant students are identified and served through the district office. A Migrant liaison provides information to migrant families and arranges for various services, as needed.

Title I, Part D

Increasing student success by extending the APEX/LEAP Program for eligible middle school students by enrolling 6th graders for the first time, who are off grade level by at least one year is offered at SJTHS. Successful students may exit the program once they are back on grade level and join their zoned high school or remain at SJT to complete high school while earning a technical certification.

Title II

Increasing professional development opportunities throughout the St. Johns School District that is carefully organized, research-based, scheduled and monitored by the Title II, Part A, Director of Staff Development. The department utilizes the BBPPRO system for posting, tracking and evaluating professional development. SJTHS faculty and staff participate in workshops offered by the district. In

addition, teachers may log on to PD 360 to access professional development opportunities online.

Title III

N/A

Title X- Homeless

Providing resources from the District Homeless Social Worker (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI)

Allotting SAI funds to provide a salary and benefits for an intensive reading teacher and to help provide transportation for Tuesday/Wednesday Real-Life Connections Extended Learning Period.

Violence Prevention Programs

Taking proactive step towards violence prevention with a school-wide discipline plan that features conflict resolution. Save Our Students (SOS), a not-for-profit organization, provides an assembly and follow-up materials related to the prevention of self-destructive behaviors and making positive choices. Capturing Kids Hearts Training is offered to all teachers to support the establishment of a positive school culture intolerant of violence. Students are also able to take part in "Operation Hedgehog" which is a reading and etiquette program that addresses bullying, appropriate and safe use of cyber space, manners and social skills.

Nutrition Programs

Teaching the importance of fitness and nutrition, while promoting participation in activities which help students develop healthy habits while setting goals for the future through one of our Real-life Connections courses, "Personal Career School Development".

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Providing industry certification and vocational training for students allowing them with potential earning power in the future. 9th-12th grade students attend First Coast Technical College for vocational elective classes. Courses which offer industry certification include childcare, carpentry, culinary arts, cosmetology, graphic arts, and landscaping. Students may also enroll in small gasoline engines, which does not lead to industry certification at this time.

Job Training

Increasing student success through the use of our Student Success Coach who works with eligible students to provide lessons on job-related skills and provide individual counseling, internships and support to students related to procuring jobs. Partnering with Carlisle Industries. Eligible students are given training in the school setting and on the job with the possibility of full-time employment at the end of the internship.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Juliet Hart	Teacher
Bruce Manley	Teacher
Jae Birch	Student
Cynthia Williams	Principal
Augustus Little	Parent
Lisa Denmon	Parent
Melondia Corpus	Teacher
Callie Rockafellow	Parent
Chris Force	Education Support Employee
Kathy Heister	Business/Community
Kristen Campbell	Parent
Darlene Hobbs	Parent

Duties

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

Evaluation of last year's school improvement plan

During the final SAC meeting of the year, the 2015-16 School Improvement Plan was reviewed with the SAC attendees to discuss strengths, weakness and any ideas and initiatives for the 2015-16 school year.

Development of this school improvement plan

The School Improvement Plan was developed by SAC members in conjunction with parents, faculty and students. To determine our goals, team members examined performance, attendance, and discipline data. We use this data to keep our focus on the goals identified in the plan and to adjust them as needed to ensure we provide the maximum support for student learning.

Preparation of the school's annual budget and plan

During the "Principal's Corner" section of our 1st meeting (Sept 17th) and on a continual, as needed basis throughout the year, Cynthia Williams or Jennifer Gamble will be allotted time to debrief and address the committee regarding budgetary plans for SJTHS.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds have been used to provide academic and attendance incentives for students. It also pays for professional development for teachers as requested.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Williams, Cynthia	Principal
Davis, Paula	Instructional Coach
Church, Richard	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Ensure that all students meet reading learning gains, as defined by state guidelines.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Educators at SJTHS are committed to student achievement and success. Bi-monthly faculty training incorporates teacher collaboration and best practices for planning and instruction.

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

1. Utilization of district AppliTrack program
2. With the support of the SJCSD, we only hire teachers who meet NCLB's Highly Qualified requirements
3. Signing/retention bonuses will be paid to all employees at a rate of 2% of salary if school grade improves, to all instructional personnel who incorporate identified CRISS and Capturing Kids Hearts strategies into instruction, and additional funds to reading and math teachers whose students make annual gains.

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

ESE: Susan Conway, Shelby Thompson, Tom Clark, and Chellsea Guyer (Category 1 teachers; 1st-2nd year at school and in the district)/ Melissa Kurdyla (ESE Coach)
Science: Linda Meyer (Category 1 teacher) / Bruce Manley (Science Chair)
ELA/Reading: Clark McCormick, Sandra Murphy (Category 1 teacher)/ Paula Davis (Literacy Coach) & Juliet Hart (ELA Dept. Chair)
Middle School Math: Ashley Jasmine (new to SJTHS)/ Erin Lynn (Math Coach)
High School Math: Mike Strickland (new to SJTHS)/ Erin Lynn (Math Coach)
Student Services: Susan Abramowitz (new to school and district; mental health counselor)/ Holly Cromwell (tenured at SJTHS; school social worker)

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Use of data is one of the cornerstones of effective teaching. Use of formal and summative data is constantly employed to assess, alter, and enrich curriculum within the parameters of the learning standards. Modifications to curriculum are made essentially as soon as the need arises. Intervention can also occur early with use of classroom data from the teacher and discussed with administration during RTI meetings in hopes of meeting the needs of our students.

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

Strategy: Extended School Day

Minutes added to school year:

An extra hour is added to the school day on Tuesday and Wednesday. Tuesday is dedicated to instruction/remediation in core academics. Wednesday is dedicated to enrichment activities such as the book club, team building, GROW club and 4H. Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning.

Strategy Rationale

Teachers are given the "gift" of extra time to provide interventions and remediation, and this is tied to student gains and achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Progress monitoring (PM) quizzes are administered weekly in English/Language Arts, and Bi-monthly in math, science, and social studies classes. District Formative Assessments (DFA's) are administered on a six week basis. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals.

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.

Student Transition and Readiness

PreK-12 Transition

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

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

Students participate in annual orientation as outlined by the district, and several (middle school) Open Houses and parent nights which are tailored to the specific needs of our students and the many programs at SJTHS.

College and Career Readiness

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

The Literacy Coach (ILC) will work with teachers to assess the students' comprehensive profile and provide guidance on the most appropriate academic path. The ILC will also monitor student progress related to attendance, behavior, and academics. The coach will collaborate with teachers, First Coast Technical College instructors, workplace employers, parents, and other stakeholders involved in the students' overall success. Richard Church, Guidance Counselor, will continue to form strong bonds with all students. His open door policy means that students with personal, school, or schedule-related issues may see him on an "as needed" basis. Mr. Church also coordinates state standardized testing for SJTHS. Essie Martin oversees the APEX/LEAP program and also serves as a confidante to students. She works with individual students by suggesting interventions, initiating communication and services between school social workers and community agencies to families in support of the students' academic, emotional, behavioral, and social success.

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

Extended Learning Wednesday Real-Life Connections Extended Learning Period. SJTHS will expand the school year by increasing the school day every Wednesday. After the last hour of school on Wednesdays, students will be assigned to a reading, writing, math, science, technology, careers where a team of two teachers will deliver Florida state standards skills practice. Lessons will incorporate real life hands-on activities designed to increase proficiency. The math, reading and science chairs in conjunction with content area teachers will prepare the lessons.

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

The entire SJTHS faculty and staff are focusing on Rigor and Relevance this year by: helping students transition successfully into high school; stay on track to graduation; be prepared for moving into postsecondary education training or the workforce; building strong relationships among teachers and students; offering rigorous and relevant academics; and focusing on making students ready for their next step, whether postsecondary education or the world of work.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

As a means of improving student readiness for the public post secondary level, SJTHS ...

- has an ambitious mentoring program to give at-risk students a better chance of going to college. (each student has a faculty mentor)
- schedules at least 2 visits to a college campus for students for events, and students write about the experience
- has weekly academic tutoring focused on the state-mandated testing, remediation, and credit recovery
- provides boot camps for SAT/ACT testing
- has an active CROP (college reach out program) and partnership with Communities in Schools
- Dual Enrollment courses offered on site
- AVID Program

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of students achieving proficiency level 3 on the 2016 Algebra I EOC.
- G2.** Increase the percentage of students achieving proficiency level 3 on the 2016 Geometry EOC.
- G3.** Increase the percentage of students making learning gains on FSA Reading 2016.

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. Increase the percentage of students achieving proficiency level 3 on the 2016 Algebra I EOC. 1a

G069040

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	66.0

Resources Available to Support the Goal 2

- Smaller classes, after school tutoring for those needing remediation with transportation provided, and a variety of methods of delivery such as Moby Max, Khan Academy, and Think Through Math.
- Internet based remediation, progress monitoring, and feedback tools.

Targeted Barriers to Achieving the Goal 3

- Students lack basic skills and fluency in math.

Plan to Monitor Progress Toward G1. 8

Data chats

Person Responsible

Erin Lynn

Schedule

Quarterly, from 9/1/2015 to 5/18/2016

Evidence of Completion

meeting logs

G2. Increase the percentage of students achieving proficiency level 3 on the 2016 Geometry EOC. 1a

G069041

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	68.0

Resources Available to Support the Goal 2

- Smaller classes, after school tutoring for those needing remediation with transportation provided, and a variety of methods of delivery such as Symphony math.

Targeted Barriers to Achieving the Goal 3

- Students lack basic skills and math concepts.

Plan to Monitor Progress Toward G2. 8

Data chats

Person Responsible

Erin Lynn

Schedule

Quarterly, from 8/28/2015 to 5/13/2016

Evidence of Completion

meeting logs

G3. Increase the percentage of students making learning gains on FSA Reading 2016. 1a

G069042

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0

Resources Available to Support the Goal 2

- Highly qualified staff, small student to teacher ratio, flexible scheduling, extended day activities

Targeted Barriers to Achieving the Goal 3

- Students lack the fundamental reading and writing skills to meet the demands of a new, more rigorous form of assessment.

Plan to Monitor Progress Toward G3. 8

data chats

Person Responsible

Paula Davis

Schedule

Quarterly, from 9/1/2015 to 4/29/2016

Evidence of Completion

meeting logs

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase the percentage of students achieving proficiency level 3 on the 2016 Algebra I EOC. **1**

 G069040

G1.B1 Students lack basic skills and fluency in math. **2**

 B179415

G1.B1.S1 School-wide focus calendar of benchmark assessments, teacher training on strategies to present focus lessons, Math chair to provide support in classroom and in planning Project based activities that are real world related, afterschool extended learning Wednesday **4**

 S190742

Strategy Rationale

Benchmark assessment is one component of a balanced assessment system explicitly designed to provide the ongoing data needed by teachers to serve school, and classroom improvement needs.

Action Step 1 **5**

The math chair will provide a school-wide focus calendar.

Person Responsible

Erin Lynn

Schedule

On 5/18/2016

Evidence of Completion

Scores on focus quizzes and district formative assessments

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

iObservation and unit plan review

Person Responsible

Jennifer Gamble

Schedule

Monthly, from 9/1/2015 to 4/11/2016

Evidence of Completion

Observation results and informal review

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

Conference with chair or administrator for observation review

Person Responsible

Erin Lynn

Schedule

Quarterly, from 9/30/2015 to 5/18/2016

Evidence of Completion

DFA results focus quiz results

G2. Increase the percentage of students achieving proficiency level 3 on the 2016 Geometry EOC. 1

G069041

G2.B1 Students lack basic skills and math concepts. 2

B179416

G2.B1.S1 Geometry focused teacher training on strategies to present focus lessons, Math chair to provide support in classroom and in planning Afterschool extended learning Tuesday/Wednesday 4

S190743

Strategy Rationale

Additional learning time is effective only when existing learning time is being optimized by teachers.

Action Step 1 5

The math chair lead math department in PD for benchmark assessments and progress monitoring.

Person Responsible

Erin Lynn

Schedule

Every 6 Weeks, from 8/28/2015 to 5/18/2016

Evidence of Completion

Scores on focus quizzes and district formative assessments

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

iObservation and unit plan review

Person Responsible

Jennifer Gamble

Schedule

Monthly, from 8/31/2015 to 5/18/2016

Evidence of Completion

Observation results and informal review

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

Conference with chair or administrator for observation review

Person Responsible

Erin Lynn


Schedule

Quarterly, from 8/31/2015 to 5/18/2016


Evidence of Completion

DFA results & focus quiz results

G3. Increase the percentage of students making learning gains on FSA Reading 2016. 1

 G069042

G3.B1 Students lack the fundamental reading and writing skills to meet the demands of a new, more rigorous form of assessment. 2

 B179417

G3.B1.S1 1. Professional development will be provided to teachers related to the effective delivery of reading and writing instruction tied to high yield strategies. 2. Differentiated Instruction will allow students to be taught based on their learning styles and needs. 3. Tuesday/Wednesday Extended Learning Period will bring relevance to focus skills lessons and remediation. 4

 S190744

Strategy Rationale

Time is necessary, but not sufficient for producing learning outcomes. Additional learning time is effective only when existing learning time is being optimized by teachers. Extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status households.

Action Step 1 5

Wednesday Extended Learning Period (hour after school) will bring relevance to focus skills lessons and remediation for students. Title I monies will be used to fund the extended day programs.

Person Responsible

Jennifer Gamble

Schedule

Weekly, from 9/16/2015 to 5/4/2016

Evidence of Completion

Observations, walk-throughs, student data, Focus quiz results

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

Common planning, quarterly lesson study, and team review of data.

Person Responsible

Paula Davis

Schedule

Monthly, from 9/1/2015 to 5/18/2016

Evidence of Completion

Performance Plus Reports

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

FAIR/FS testing three times a year

Person Responsible

Paula Davis

Schedule

Quarterly, from 9/1/2015 to 4/29/2016

Evidence of Completion

Test Data, Progress Monitoring

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	The math chair will provide a school-wide focus calendar.	Lynn, Erin	8/31/2015	Scores on focus quizzes and district formative assessments	5/18/2016 one-time
G2.B1.S1.A1	The math chair lead math department in PD for benchmark assessments and progress monitoring.	Lynn, Erin	8/28/2015	Scores on focus quizzes and district formative assessments	5/18/2016 every-6-weeks
G3.B1.S1.A1	Wednesday Extended Learning Period (hour after school) will bring relevance to focus skills lessons and remediation for students. Title I monies will be used to fund the extended day programs.	Gamble, Jennifer	9/16/2015	Observations, walk-throughs, student data, Focus quiz results	5/4/2016 weekly
G1.MA1	Data chats	Lynn, Erin	9/1/2015	meeting logs	5/18/2016 quarterly
G1.B1.S1.MA1	Conference with chair or administrator for observation review	Lynn, Erin	9/30/2015	DFA results focus quiz results	5/18/2016 quarterly
G1.B1.S1.MA1	iObservation and unit plan review	Gamble, Jennifer	9/1/2015	Observation results and informal review	4/11/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Data chats	Lynn, Erin	8/28/2015	meeting logs	5/13/2016 quarterly
G2.B1.S1.MA1	Conference with chair or administrator for observation review	Lynn, Erin	8/31/2015	DFA results & focus quiz results	5/18/2016 quarterly
G2.B1.S1.MA1	iObservation and unit plan review	Gamble, Jennifer	8/31/2015	Observation results and informal review	5/18/2016 monthly
G3.MA1	data chats	Davis, Paula	9/1/2015	meeting logs	4/29/2016 quarterly
G3.B1.S1.MA1	FAIR/FS testing three times a year	Davis, Paula	9/1/2015	Test Data, Progress Monitoring	4/29/2016 quarterly
G3.B1.S1.MA1	Common planning, quarterly lesson study, and team review of data.	Davis, Paula	9/1/2015	Performance Plus Reports	5/18/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the percentage of students achieving proficiency level 3 on the 2016 Algebra I EOC.

G1.B1 Students lack basic skills and fluency in math.

G1.B1.S1 School-wide focus calendar of benchmark assessments, teacher training on strategies to present focus lessons, Math chair to provide support in classroom and in planning Project based activities that are real world related, afterschool extended learning Wednesday

PD Opportunity 1

The math chair will provide a school-wide focus calendar.

Facilitator

Math chair, Erin Lynn

Participants

math teachers

Schedule

On 5/18/2016

G2. Increase the percentage of students achieving proficiency level 3 on the 2016 Geometry EOC.

G2.B1 Students lack basic skills and math concepts.

G2.B1.S1 Geometry focused teacher training on strategies to present focus lessons, Math chair to provide support in classroom and in planning Afterschool extended learning Tuesday/Wednesday

PD Opportunity 1

The math chair lead math department in PD for benchmark assessments and progress monitoring.

Facilitator

Math chair, Erin Lynn

Participants

math teachers

Schedule

Every 6 Weeks, from 8/28/2015 to 5/18/2016

G3. Increase the percentage of students making learning gains on FSA Reading 2016.

G3.B1 Students lack the fundamental reading and writing skills to meet the demands of a new, more rigorous form of assessment.

G3.B1.S1 1. Professional development will be provided to teachers related to the effective delivery of reading and writing instruction tied to high yield strategies. 2. Differentiated Instruction will allow students to be taught based on their learning styles and needs. 3. Tuesday/Wednesday Extended Learning Period will bring relevance to focus skills lessons and remediation.

PD Opportunity 1

Wednesday Extended Learning Period (hour after school) will bring relevance to focus skills lessons and remediation for students. Title I monies will be used to fund the extended day programs.

Facilitator

Administration

Participants

Faculty

Schedule

Weekly, from 9/16/2015 to 5/4/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	The math chair will provide a school-wide focus calendar.	\$0.00			
2	G2.B1.S1.A1	The math chair lead math department in PD for benchmark assessments and progress monitoring.	\$0.00			
3	G3.B1.S1.A1	Wednesday Extended Learning Period (hour after school) will bring relevance to focus skills lessons and remediation for students. Title I monies will be used to fund the extended day programs.	\$121,002.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other Federal		\$13,188.00
			<i>Notes: SJT will utilize the SAI funds to meet the needs of our lowest achieving students. Our expected outcomes address diagnosing reading deficiencies, expectation of 50 percent learning gains for students, successful implementation of the credit recovery program and improvement of the graduation rate. SAI funds will be accessed to provide tutoring through the after school program. These tutors will address the deficiencies exposed through the tracking of our "focus-quiz bi-weekly cycles. SAI funds will support the need for collaboration across our content and core academic departments. We will access a substitute line to provide professional development that best aligns with high yield strategies, reading efficiency, curriculum mapping, unit planning and Florida Common Core. SAI funds will support the purchase of supplies to include, additional books, readers, and high interest magazines. Finally, calculators, writing folders, and manipulatives will be key in engagement resources for the after school and enrichment sessions.</i>			
			District-Wide	Other Federal		\$107,814.00
			<i>Notes: SAR Funds Budget: Revised Planned as of 8/18/014 Jeanine Livingstone has changed her worked day to 4.5 hours a day (60% work day). 34% of her day she will be giving remedial support to our students under the At-Risk funds and 66% of her work day is Title 1. Thomas Clark is working 7.5 hours a day. 40% of his day is Intensive Math under the At-Risk funding and 60% of his day he will be supporting our ESE students. Part Time as needed - additional tutoring for student pull-outs for reading, math and writing. The TBA for this position will support new reading, writing and math initiative.</i>			
Total:						\$121,002.00