St. Johns Technical High School

2016-17 Schoolwide Improvement Plan

St. Johns Technical High School

2970 COLLINS AVE, St Augustine, FL 32084

www-sjths.stjohns.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 8-12	Yes	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	40%

School Grades History

Year	2017-18	2009-10	2008-09
Grade	C	F	F

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for St. Johns Technical High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

The vision of St. Johns Technical High School is to cultivate self-reliant, productive citizens with aspirations for lifelong success in a diverse, changing, and complex society.

2. School Environment

a. 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 to know 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. Through the AVID program, culturally relevent teaching is evident in teachers' classrooms. B6 Leaders build relationships with middle school students and promote Character Counts!

b. 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. B6 Leaders build relationships with middle school students and promote Character Counts!

c. 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.

Classroom Management Expectations
Teachers will use the "Time Owed" Consequence Hierarchy for classroom issues.
Time Owed:
1. 30 Seconds

2. 1 minute 13 seconds
3. 1 minute, 28 seconds
4. 1 minute, 47 seconds
5. 2 minutes, 7 seconds

2 Verbal Warnings:
o "Please" and "Need"- before assigning first "Time Owed" consequence.
Parent Contact:
o When student is assigned second "Time Owed" Consequence
o Document Parent Contact as a classroom incident using ABC format.
Referral is Written:
o If a student has reached the 5th "time owed" within a class period.
o Level 2, 3&4 offenses in Student Code of Conduct

*Teachers Notify MTSS Team if a pattern of behavior is observed
The dean monitors and tracks student incidents daily in ESchool Plus.
All teachers are trained on this system. Students are rewarded weekly for good behavior by being
allowed to play games outside during lunch time. The school also gives quarterly character awards.
Students with a pattern of behavior issues are referred and dicussed through the MTSS/RTI team.

d. 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.

We have a mental health counselor on staff. She meets with students weekly or monthly, depending
on their needs. We also have Lunch Bunch which is facilitated by the mental health counselor and
ESE teachers. This group, in middle and high school, meets regularly for lunch to discuss social
situations and build relationships with each other. This group is for students who have anxiety about
social situations. We also have the Book Bistro, which is helpful for students who would like to read
quietly during lunch and who may have anxiety about being in the noisy cafeteria. B6 Leaders mentor
6th grade students. Our social worker organizes Retired Seniors to mentor deserving students. Our
APEX coordinator meets with students weekly to help them track their progress and support the
academic and emotional needs of our middle school students.

3. 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).

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	9	10	15	17	11	13	12	87
One or more suspensions	0	0	0	0	0	0	5	5	5	7	5	6	5	38
Course failure in ELA or Math	0	0	0	0	0	0	11	9	7	9	6	8	4	54
Level 1 on statewide assessment	0	0	0	0	0	0	33	26	35	29	17	17	9	166

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	15	14	15	17	9	12	8	90

c. 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 MTSS/RTI 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. Home visits by SRO and Truancy Officer;5,10, 15 day letters, attendance contracts, parent conference. Math: below grade level practice, on grade level practice, rigorous practice on current standards using MAFS. ELA/Reading: foundational reading support, through differentiated instruction aligned to LAFS standards within Intensive Reading courses. After school tutoring is mandatory for all middle school students;remediaiton for current standards. Positive Behavior Rewards with quarterly school wide events. Appointments with Mental Health Counselor, Course Recovery in the Plato Lab, Weekly Progress monitoring by APEX Coordinator.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/307825.

2. Description

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

2. 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 Interconnect Technologies, as well as our Culinary Academy & Academy of Coastal and Water

Resources Advisory Boards. 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Williams, Cynthia	Principal
Gamble, Jennifer	Assistant Principal
Church, Richard	School Counselor
Davis, Paula	Instructional Coach
Manley, Bruce	Teacher, K-12
Young, Megan	Teacher, K-12

b. Duties

1. 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 there is district support from Curriculum and Instruction as well as Student Services. Oversees student applications and acceptance. Recruits the best and the brightest teachers and staff; reflecting diversity that mirrors the student population. Serves as the liason between the school and the community. Provides much needed resources to teachers and staff in order to meet students' social, emotional and academic needs. Ensures school compliance with federal policies including Title 1 and DA.

Assistant Principal: Jennifer Gamble
Provides administrative assistance to the SJTHS principal, conducts data chats with teachers, and assists with data disaggregation, RtI and FCIM. Serves as LEA for ESE Department. ensures that the school-based team is implementing MTSS/RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

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 needs 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: Megan Young
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. The coach leads the B6 Club, which focus' on fostering high school students' leadership skills. These students in turn, mentor incoming students at the 6th and 7th grade level.

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.

2. 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/RtI Leadership Team designated a working group to represent the team in development and implementation of the school improvement plan as it pertains to MTSS/RtI. This working group provides data on MTSS/RtI 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: Megan Young
Coordinator for APEX/LEAP: Essie Martin
Guidance Counselor: Richard Church
Dean: Michael Strickland
School Psychologist: Cheryl Coltin-Chenholm
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
Increased student success by extending the APEX/LEAP Program for eligible middle school students by enrolling 6th graders, 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 with a standard diploma with the option of 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.

Title III
N/A

Title IX- 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. Trauma Informed Care Training and deescalation training for all teachers and support staff. B6 Club reinforces positive character traits and builds leadership through service to the school and community.

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, welding,

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
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. Academies provide pre-empployment preparation and off campus activities to faciliatate transition and from school to the work-force. Students also have the opportunity to earn industry certifications.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Bruce Manley	Teacher
Bruce Manley	Teacher
Jae Birch	Student
Cynthia Williams	Principal
Augustus Little	Parent
Lisa Denmon	Parent
Melondia Corpus	Teacher
Kathy Heister	Business/Community
Megan Young	Teacher
Brian Morgan	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

During the final SAC meeting of the year, the 2015-2016 School Improvement Plan was reviewed with the SAC attendees to discuss strengths, weakness and any ideas and initiatives for the 2016-17 school year.

b. 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.

c. Preparation of the school's annual budget and plan

During the "Principal's Corner" section of our 1st meeting(Sept. 15) 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.

2. 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 incentives for students. It also pays for professional development for teachers as requested.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Williams, Cynthia	Principal
Davis, Paula	Instructional Coach
Young, Megan	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy throughout the entire school through independent reading time in all classes each day. Each group of classroom students decides how they would like to best utilize this time. Some classes have decided on a class read aloud which promotes fluency and vocabulary enrichment for all students. Some classes have opted to select individual books at independent reading levels promoting the love of reading. The media specialist provided a rotational schedule to provide consistent access to the media center for all students. In addition, students are grouped according to needs to provide additional remediation and enrichment to best serve the varying literacy needs of the student population.

D. 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).

1. 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. Monthly faculty training incorporates teacher collaboration and best practices for planning and instruction. Collaborative planning time is created in the master schedule. Quarterly clebrations during faculty meetings and "Shout Outs" through the school email, celebrating teacher accomplishments.

2. 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. Every year as part of the negotiated contract, signing/retention bonuses will be paid to all employees at a rate of 2% of salary to all instructional personnel.
4. The school follows the district's Empowering Excellence in Educators Instructional Model which

ensures teachers are using research-based instructional strategies and given timely and relevant feedback.

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

ELA: Manning, new teacher being mentored by Megan Young(ELA Dept. Chair), James, new teacher to our school and district, being mentored by Megan Young, Conway, new teacher moving from support facilitator to Reading Teacher being mentored by Paula Davis (ILC).
ESE: Randall, new ESE teacher and new to the district being mentored by ESE Coach(Melissa Kurdyla). Murphy is in her 2nd year teaching but first year as an ESE Support Facilitation teacher is also being mentored by Melissa Kurdyla.
Social Studies: McCormick is a 2nd year teacher and is being mentored by SS Dept. Chair, Amber Lane.

Teachers meet with their mentors weekly. Teachers are also invited to attend New teacher trainings provided by the district.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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. The ILC, as well as the ESE Coach, analyze student data and use feedback from teachers on student performance to determine individualized instruction that meets students' needs.

2. 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 Wednesdays. Wednesday is dedicated to instructional lessons focused on subcategories of FSA Standards as well as EOCs for 7th Civics and 8th grade Science. 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 a department wide focus on clusters of standards within FSA Reading and Math. Teachers share teaching methods and discuss results based on common assessments within PLCs.

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

Formative Assessments are administered weekly in English Language Arts, Math, Science and Social Studies classes. 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.

2. Student Transition and Readiness

a. 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).

1. 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 Title I Parent Meetings/ Open Houses which are tailored to the specific needs of our students and the many programs at SJTHS.

b. College and Career Readiness

1. 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) and ESE Coaches will work with teachers to assess the students' comprehensive profile and provide guidance on the most appropriate academic path. The coaches and Assistant Principal will also monitor student progress related to attendance, behavior, and academics. The coaches, along with Academy Coordinator 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.

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

7th and 8th grade Middle School students participate in STEM Research classes and attend fieldtrips where they have opportunities to learn about STEM careers. Junior and Senior high school students have the opportunity to participate in a paid internship with Carlisle Interconnect Technologies, building cables for Boeing airplanes. The Academy for Coastal and Water Resources provides students to earn industry certifications in environmental resources or water management. Students job shadow at Guana Reserve as well as St. Johns COunty Water Management. The Academy of Culinary Arts provides students opportunities to earn SAfe Serv Certifications and attend fieldtrips to area restaurants and local businesses relating to the fodd industry. Students serve needy families in the community. All high school students have the opportunity to attend technical programs at First Coast Teachnical High School on the attached campus.

3. 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.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

55.44% of our students are level 1 on the FSA. 1 out of 3 students is being raised by someone other than their biological parent(s). 29% of students, grades 9-12, meet 2 or more of indicators as classified by the Early Warning System.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 learning gains in FSA Reading 2017.

G2.   Teachers will be able to evaluate student writing based on the standards and the Florida Standards Assessment (FSA) writing rubrics in order to provide targeted instruction to increase FSA ELA scale scores.

G3.   Increase the percentage of students making learning gains on FSA Math 2017.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase the percentage of students achieving learning gains in FSA Reading 2017. `1a`

🔑 G083068

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal `3`

- Students lack basic skills in decoding and comprehension.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Smaller classes, after school tutoring for those needing remediation with transportation provided, and a variety of methods of delivery such as Read 180, Reading Plus, Making Meaning, Barton Program, Study Island, Achieve the Core, Mindplay

- Internet based remediation, progress monitoring, and feedback tools.

Plan to Monitor Progress Toward G1. `8`

FAIR Testing

Person Responsible
Paula Davis

Schedule
Triannually, from 9/1/2016 to 5/18/2017

Evidence of Completion
FAIR Data

Plan to Monitor Progress Toward G1. `8`

Making Meaning

Person Responsible
Paula Davis

Schedule
Biweekly, from 8/10/2016 to 5/18/2017

Evidence of Completion
progress monitoring assessments

Plan to Monitor Progress Toward G1. 8

Reading Plus and Read 180

Person Responsible
Paula Davis

Schedule
Monthly, from 8/10/2016 to 5/18/2017

Evidence of Completion
progress monitoring data

G2. Teachers will be able to evaluate student writing based on the standards and the Florida Standards Assessment (FSA) writing rubrics in order to provide targeted instruction to increase FSA ELA scale scores. 1a

🔑 G083069

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students lack basic writing skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Smaller classes, after school tutoring for those needing remediation with transportation provided, tutors, school wide writing program.

Plan to Monitor Progress Toward G2. 8

Triannual writing prompts

> **Person Responsible**
> Megan Young
>
> **Schedule**
> Triannually, from 8/10/2016 to 5/18/2017
>
> *Evidence of Completion*
> FSA Writing Rubric

Plan to Monitor Progress Toward G2. 8

Writing PLC/Department Meetings

> **Person Responsible**
> Megan Young
>
> **Schedule**
> Every 2 Months, from 8/10/2016 to 5/18/2017
>
> *Evidence of Completion*
> Unit Plans, Student Writng Evidence, Meeting Notes

G3. Increase the percentage of students making learning gains on FSA Math 2017. `1a`

🔑 G083070

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal `3`

- Students lack basic math and problem solving skills.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Highly qualified staff, small student to teacher ratio, extended day activities, software programs (Moby Max, Study Island, Algebra Nation, IXL).

Plan to Monitor Progress Toward G3. `8`

data chats

Person Responsible
Cynthia Williams

Schedule
Quarterly, from 8/29/2016 to 5/17/2017

Evidence of Completion
meeting logs, student formative assessment scores

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 learning gains in FSA Reading 2017. `1`

🔑 G083068

G1.B1 Students lack basic skills in decoding and comprehension. `2`

🔑 B220263

G1.B1.S1 1. Professional development will be provided to all teachers related to the effective delivery of reading and writing instruction tied to high yield strategies. 2. Differentiated reading instruction will target students based on the their needs in the five reading components. `4`

🔑 S232507

Strategy Rationale

Teachers should be equiped with the necessary skills to meet the needs of students within the five reading components. In an effort to meet individual reading needs of students, instruction should be differentiated.

Action Step 1 `5`

The ELA Chair and Instructional Literacy Coach will collaborate on training of teachers.

Person Responsible

Megan Young

Schedule

Monthly, from 8/31/2016 to 5/17/2017

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 9/1/2016 to 4/11/2017

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

Jennifer Gamble

Schedule

Quarterly, from 8/17/2016 to 5/17/2017

Evidence of Completion

iObservation feedback

G2. Teachers will be able to evaluate student writing based on the standards and the Florida Standards Assessment (FSA) writing rubrics in order to provide targeted instruction to increase FSA ELA scale scores. [1]

🔑 G083069

G2.B1 Students lack basic writing skills. [2]

🔑 B220265

G2.B1.S1 1. Teachers will be trained on and implement the school-wide writing plan. 2. Quarterly department meetings focused on writing with analysis of student evidence. 3. Triannual, school-wide, practice writing assessment will be implemented with gradual release model. [4]

🔑 S232508

Strategy Rationale

To increase student writing achievement, teachers need the tools for instruction along with collaborative meetings and follow up. Triannual school-wide pratice will provide valuable feedback to teachers and students.

Action Step 1 [5]

The ELA department chair will lead teachers in creating a school wide writing plan.

Person Responsible

Megan Young

Schedule

Quarterly, from 8/17/2016 to 5/17/2017

Evidence of Completion

Student writing samples from the school wide writing prompt based on FSA scoring rubric.

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

iObservation and unit plan review

Person Responsible

Jennifer Gamble

Schedule

Monthly, from 8/31/2016 to 5/18/2017

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 8/31/2016 to 5/18/2017

Evidence of Completion

DFA results & focus quiz results

G3. Increase the percentage of students making learning gains on FSA Math 2017. `1`

🔑 G083070

G3.B1 Students lack basic math and problem solving skills. `2`

🔑 B220266

G3.B1.S1 1. Professional development will be provided to teachers regarding the effective delivery of math instruction relating to high yield strategies. 2. Differentiated Instruction will allow students to be taught based on their needs. `4`

🔑 S232509

Strategy Rationale

To increase student math achievement, teachers need the tools for instruction along with collaborative meetings and follow up.

Action Step 1 `5`

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

Person Responsible

Jennifer Gamble

Schedule

Weekly, from 9/21/2016 to 5/10/2017

Evidence of Completion

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

Action Step 2 `5`

Parents are updated on student progress monthly.

Person Responsible

Jennifer Gamble

Schedule

Monthly, from 9/13/2016 to 5/10/2017

Evidence of Completion

Interim Reports, Report Cards, Parent Conferences by phone and/or in person

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 8/31/2016 to 5/18/2017

Evidence of Completion

Training agendas, unit plans and 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 5/31/2016 to 5/18/2017

Evidence of Completion

Test Data, Progress Monitoring

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.MA1 🔑 M301387	iObservation and unit plan review	Gamble, Jennifer	9/1/2016	Observation results and informal review	4/11/2017 monthly
G3.B1.S1.A1 🔑 A297514	Wednesday Extended Learning Period (hour after school) will bring relevance to focus skills lessons...	Gamble, Jennifer	9/21/2016	Observations, walk-throughs, student data, Focus quiz results	5/10/2017 weekly
G3.B1.S1.A2 🔑 A297515	Parents are updated on student progress monthly.	Gamble, Jennifer	9/13/2016	Interim Reports, Report Cards, Parent Conferences by phone and/or in person	5/10/2017 monthly
G3.MA1 🔑 M301397	data chats	Williams, Cynthia	8/29/2016	meeting logs, student formative assessment scores	5/17/2017 quarterly
G1.B1.S1.MA1 🔑 M301386	Conference with chair or administrator for observation review	Gamble, Jennifer	8/17/2016	iObservation feedback	5/17/2017 quarterly
G1.B1.S1.A1 🔑 A297512	The ELA Chair and Instructional Literacy Coach will collaborate on training of teachers.	Young, Megan	8/31/2016	Scores on focus quizzes and district formative assessments	5/17/2017 monthly
G2.B1.S1.A1 🔑 A297513	The ELA department chair will lead teachers in creating a school wide writing plan.	Young, Megan	8/17/2016	Student writing samples from the school wide writing prompt based on FSA scoring rubric.	5/17/2017 quarterly
G1.MA1 🔑 M301388	FAIR Testing	Davis, Paula	9/1/2016	FAIR Data	5/18/2017 triannually
G1.MA2 🔑 M301389	Making Meaning	Davis, Paula	8/10/2016	progress monitoring assessments	5/18/2017 biweekly
G1.MA3 🔑 M301390	Reading Plus and Read 180	Davis, Paula	8/10/2016	progress monitoring data	5/18/2017 monthly
G2.MA1 🔑 M301393	Triannual writing prompts	Young, Megan	8/10/2016	FSA Writing Rubric	5/18/2017 triannually
G2.MA2 🔑 M301394	Writing PLC/Department Meetings	Young, Megan	8/10/2016	Unit Plans, Student Writng Evidence, Meeting Notes	5/18/2017 every-2-months
G2.B1.S1.MA1 🔑 M301391	Conference with chair or administrator for observation review	Lynn, Erin	8/31/2016	DFA results & focus quiz results	5/18/2017 quarterly
G2.B1.S1.MA1 🔑 M301392	iObservation and unit plan review	Gamble, Jennifer	8/31/2016	Observation results and informal review	5/18/2017 monthly
G3.B1.S1.MA1 🔑 M301395	FAIR/FS testing three times a year	Davis, Paula	5/31/2016	Test Data, Progress Monitoring	5/18/2017 quarterly
G3.B1.S1.MA1 🔑 M301396	Common planning, quarterly lesson study, and team review of data.	Davis, Paula	8/31/2016	Training agendas, unit plans and Performance Plus Reports	5/18/2017 monthly

V. 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 learning gains in FSA Reading 2017.

G1.B1 Students lack basic skills in decoding and comprehension.

G1.B1.S1 1. Professional development will be provided to all teachers related to the effective delivery of reading and writing instruction tied to high yield strategies. 2. Differentiated reading instruction will target students based on the their needs in the five reading components.

PD Opportunity 1

The ELA Chair and Instructional Literacy Coach will collaborate on training of teachers.

Facilitator

ELA Chair, Megan Young

Participants

ELA and Reading Teachers

Schedule

Monthly, from 8/31/2016 to 5/17/2017

G2. Teachers will be able to evaluate student writing based on the standards and the Florida Standards Assessment (FSA) writing rubrics in order to provide targeted instruction to increase FSA ELA scale scores.

G2.B1 Students lack basic writing skills.

G2.B1.S1 1. Teachers will be trained on and implement the school-wide writing plan. 2. Quarterly department meetings focused on writing with analysis of student evidence. 3. Triannual, school-wide, practice writing assessment will be implemented with gradual release model.

PD Opportunity 1

The ELA department chair will lead teachers in creating a school wide writing plan.

Facilitator

ELA chair, Megan Young

Participants

ELA teachers

Schedule

Quarterly, from 8/17/2016 to 5/17/2017

G3. Increase the percentage of students making learning gains on FSA Math 2017.

G3.B1 Students lack basic math and problem solving skills.

G3.B1.S1 1. Professional development will be provided to teachers regarding the effective delivery of math instruction relating to high yield strategies. 2. Differentiated Instruction will allow students to be taught based on their needs.

PD Opportunity 1

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

Facilitator

Administration

Participants

Faculty

Schedule

Weekly, from 9/21/2016 to 5/10/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The ELA Chair and Instructional Literacy Coach will collaborate on training of teachers.				$0.00
2	G2.B1.S1.A1	The ELA department chair will lead teachers in creating a school wide writing plan.				$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 based on cluster focus results of FSA MAth. Title I monies will be used to fund the extended day programs.				$121,002.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other Federal		$13,188.00
			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.			
			District-Wide	Other Federal		$107,814.00
			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.			

4	G3.B1.S1.A2	Parents are updated on student progress monthly.				$0.00
					Total:	$121,002.00