2013-2014 SCHOOL IMPROVEMENT PLAN

St. Johns Technical High School

2980 COLLINS AVE

St Augustine, FL 32084

904-547-8500

www-sjths.stjohns.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	*[Data Not Available]*

Alternative/ESE Center	Charter School	Minority Rate
Yes	No	*[Data Not Available]*

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
St. Johns Technical High School

Principal
Wayne King

School Advisory Council chair
Jeanine Livingstone

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Wayne King	Principal
Cynthia Williams	Assistant Principal
Jessica Balla	Registrar
Wayne Beck	Instructional Literacy Coach
Richard Church	Guidance Counselor
Linda Krepp	Academy Director
Essie Martin	Apex/LEAP Coordinator
Troy Wilson	Maintenance Coordinator
Beth Hodapp	Executive Secretary
Holly Cromwell	School Social Worker
Dwaine Fisher	Dean of Students

District-Level Information

District
St. Johns

Superintendent
Dr. Joseph G Joyner

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC membership is composed of faculty, students, parents and community partners in accordance with state and district guidelines. Principal, Mr. King; Assistant Principal, Ms. Williams; SAC Chairperson, Jeanine Livingstone; SAC Secretary, Bruce Manley; teachers, parents and students.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

SAC has seven meetings scheduled during this school year. Meetings are scheduled before school and also in the evening to allow working parents to attend.

Projected use of school improvement funds, including the amount allocated to 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. It covers transportation and the costs of the Book Club, Student Council, 4H Club, after school tutoring for students needing remediation, basketball teams for both boys and girls, and a Pep Club. It pays for the cost of food provided during parent involvement activities.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Wayne King		
Principal	Years as Administrator: 13	Years at Current School: 3

Credentials	B.A. --Flagler College M.S. –Jacksonville University Certifications: Educational Leadership Physical Education 6-12 School Principal
Performance Record	Tenure at Landrum and Switzerland Point saw high performance. Landrum was rated an A for all of his time there. Prior Experience at St. Johns Technical High School resulted in expertise in the Continuous Improvement Model. As principal of St. Johns Technical High School the drop-out reate decreased 5% and student attendance increased 1%. The Biology EOC results were higher than the state-wide average and the lowest quartile made gains in both reading and math.

Cynthia A. Williams		
Asst Principal	Years as Administrator: 13	Years at Current School: 2

Credentials	B.A.- Florida A&M University M.A. –Florida A&M University Certifications: Guidance & Counseling School Principal
Performance Record	Cynthia A. Williams, Assistant Principal, comes to SJTHS as an administrator of a school that made a "D" in the 2008-09 school year. This school's leadership team and staff implemented effective instructional practices to improve the school grade to a "B" in both 2010 and 2011. While serving at a critically low elementary school in 1997, Ms. Williams also served as a guidance counselor and reading teacher to support the school's mission to improve academic performance. The next year, Ms. Williams was selected to receive the 1998 St. Johns County School District "Teacher of the Year" Award. Ms. Williams has a long history of supporting students with disabilities, first generation students, and at risk populations as she served as the Coordinator of Student Support Services at Florida A&M University (TRIO Programs, Federal Grant Program). At St. Johns Technical High School the lowest 25% of students made gains in both math and reading. St. Johns Tech Biology EOC results were higher than the state average. The drop-out rate decreased from 8% to 3% while student attendance increased from 90% to 91%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Wayne R. Beck II		
Full-time / School-based	Years as Coach: 1	Years at Current School: 4

Areas	Reading/Literacy, RtI/MTSS
Credentials	BA—English, Flagler College Certifications: English 6-12 Middle Grades Integrated Curriculum 5-9 Exceptional Student Education K-12 Reading Endorsement ESOL Endorsement
Performance Record	Mr. Beck's work with English students at St. Johns Technical High School resulted in 48% of 10th grade students earning a passing score on the Reading FCAT 2.0 for the 2012-13 school year. In addition, 62% of Mr. Beck's 9th and 10th grade students were proficient or made learning gains on the Spring 2013 Reading FCAT 2.0.

Classroom Teachers

# of classroom teachers

21

 # receiving effective rating or higher

21, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

21, 100%

 # ESOL endorsed

7, 33%

 # reading endorsed

8, 38%

 # with advanced degrees

5, 24%

 # National Board Certified

1, 5%

 # first-year teachers
4, 19%

 # with 1-5 years of experience
8, 38%

 # with 6-14 years of experience
8, 38%

 # with 15 or more years of experience
4, 19%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Utilization of district PATS 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 toreading and math teachers whose students make annual gains.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Reid Conner mentors 2nd year teacher Amber Lane, as she is a tier 1 teacher and Mr. Conner is a highly effective teacher of the same content.
Erin Lynn mentors Risa Waldron although Ms. Waldron is an experienced highly effective teacher of the same content area, she is new to SJTHS.
Melissa Kurdyla mentors Darci Blake, who is an experienced highly effective teacher, because she is new to the district.
Nicky Schotman mentors Kathryn O'Connor who is a tier 1 teacher. Ms. Schotman is a highly

effective teacher of the same content.
Wayne Beck mentors Juliet Hart although Ms.Hart is an experienced highly effective teacher of the same content area, she is new to SJTHS.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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: Wayne King
Assistant Principal/Turnaround Specialist: Cynthia Williams
Instructional Literacy Coach: Wayne Beck
Student Success Coach: Juliet Hart
Coordinator for APEX/LEAP: Essie Martin
Guidance Counselor: Richard Church
Dean: Dwaine Fisher
School Psychologist: Jim Langholtz

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Wayne King
Provides a common vision for the use of data-based decision-making, 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.
Assistant Principal/Turnaround Specialist: Cynthia Williams
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, RtI, and FCIM.
Instructional Literacy Coach: Wayne Beck
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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Teachers and RtI team members worked to analyze school data (academics, attendance, and discipline) using the FCIM process and DART model. The team identified drivers and barriers, set goals for improvement in all areas, and planned strategies for improvement. Weekly core-team meetings and monthly whole-team meetings are held to monitor the progress of goals related to academics, behavior and attendance, and to determine the effectiveness of strategies. New strategies are developed and monitored in response to identified needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data

Reading and Math - Florida Comprehensive Assessment Test (FCAT)

Reading - Florida Assessments for Instruction in Reading (FAIR)

Reading, Math, Science - Discovery Education

Writing – Writing prompts

Behavior – Daily behavior charts, ABC data

Midyear Data

Reading - Florida Assessments for Instruction in Reading (FAIR)

Reading, Math, Science - Discovery Education

Writing – Writing prompts

Behavior – Daily behavior charts, ABC data

End of Year Data

Reading and Math - Florida Comprehensive Assessment Test (FCAT)

Reading - Florida Assessments for Instruction in Reading (FAIR)

Reading, Math, Science - Discovery Education

Writing – Writing prompts

Behavior – Daily behavior charts, ABC data

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The RtI Leadership Team received initial district training on August 13, 2013. This team will receive additional district training throughout the school year. Professional Development on RtI will be conducted for the staff during the Teacher Inservice day on August 17, 2013. The RtI Leadership team will also evaluate additional staff professional development needs during the faculty meetings and PLC sessions throughout the year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Administrators, Instructional Literacy Coach, Teachers, department chairs. Professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jeanine Livingstone	Media Specialist
Bruce Manley	Science Chair
Erin Lynn	Math Chair

Name	Title
Amber Lane	Social Studies Chair
Paula Davis	English Teacher
Wayne Beck	Instructional Literacy Coach
Cynthia Williams	Assistant Principal
Wayne King	Principal

How the school-based LLT functions

Literacy Leadership Team meets monthly before school as a PLC from 7:45-9:00AM. Literacy coach, Wayne Beck in conjunction with Principal Wayne King and Regional reading specialist will publish an agenda for each meeting.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Following FCIM training over the summer, coaches and instructional leaders used the DART model to develop instructional focus calendars for reading, writing, math and science. All teachers participated in a workshop prior to pre-planning where they analyzed data using last year's FCAT results and reports from Snapshot Information System. They identified strengths and weaknesses in reading based on demographics, grade levels and reporting categories, identified drivers and barriers to success for our students, set goals and devised strategies to reach those goals by departments. All teachers incorporate the reading focus calendar skills instruction into daily content lessons. English, reading and social studies teachers also teach explicit focus lessons (in addition to content lessons) based on the skills identified by the reading focus calendar. Members from each department participate on the Literacy Leadership Team and share information and support with team members. Professional development will continue to be provided this year in CRISS strategies, differentiation and explicit content vocabulary instruction for all, and those teachers who have not yet completed CAR-pd will do so this year. Lesson Study activities will continue to include reading strategies. Board configurations and word walls will reflect vocabulary instruction and lessons in all content areas will incorporate the instruction of reading skills and strategies.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Extended Learning Tuesday/Wednesday Real-Life Connections Extended Learning Period. SJTHS will expand the school year by increasing the school day every Tuesday and Wednesday. After the last hour of school on Tuesdays and Wednesdays, students will be assigned to a reading, writing, math, science, technology, careers or fitness/nutrition class where a team of two teachers will deliver common core 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The Student Success Coach (SSC) will work with teachers to assess the students' comprehensive profile and provide guidance on the most appropriate academic path. The SSC 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 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.

Strategies for improving student readiness for the public postsecondary level

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. Students who have passed the FCAT will be invited to attend Careers Camp on Wednesdays to learn and practice life skills, research colleges, complete college applications, take job inventories, participate in mock interviews, learn how to design a resume, make a budget and make college visits.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	28%	No	46%
American Indian				
Asian				
Black/African American	37%	13%	No	43%
Hispanic				
White	40%	34%	No	46%
English language learners				
Students with disabilities	32%	15%	No	39%
Economically disadvantaged	43%	23%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	19%	25%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	41	65%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	16	94%	95%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	22	0%	5%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	14	33%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	34%	51%	Yes	41%
American Indian				
Asian				
Black/African American	30%	43%	Yes	37%
Hispanic				
White	35%	62%	Yes	42%
English language learners				
Students with disabilities	31%	38%	Yes	38%
Economically disadvantaged	33%	48%	Yes	40%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	33	70%	75%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		70%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		35%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	52%	55%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		18%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		70%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		1%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	59	32%	40%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	21	11%	15%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	17	9%	10%
Passing rate (%) for students who take CTE industry certification exams		82%	90%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	64	60%	50%
Students in ninth grade with one or more absences within the first 20 days	10	9%	5%
Students in ninth grade who fail two or more courses in any subject	16	15%	7%
Students with grade point average less than 2.0	76	72%	50%
Students who fail to progress on-time to tenth grade	1	0%	0%
Students who receive two or more behavior referrals	77	73%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	55	52%	25%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	8	4%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	23	35%	50%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	32	34%	50%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	31	43%	25%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parental and community stakeholders' involvement at St. Johns Technical High School.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
50% (95) parents will be actively involved at SJTHS.	15	10%	50%

Area 10: Additional Targets

Additional targets for the school

St. Johns Technical High School students will learn and practice the six pillars of character after going through the Operation Hedgehog "Civility for the 21st Century" program.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Seventy percent of our students will participate in Character Counts	92	50%	70%

Goals Summary

G1.   Increase the percentage of students achieving proficiency level 3 on the 2014 Algebra I EOC by 6%

G2.   Increase the percentage of students achieving proficiency level 3 on the 2014 Geometry EOC by 6%

G3.   Increase the percentage of students achieving proficiency on the 2014 Reading FCAT Test by 5%.

Goals Detail

G1. Increase the percentage of students achieving proficiency level 3 on the 2014 Algebra I EOC by 6%

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- 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
- Students lack basic skills and fluency in math.

Plan to Monitor Progress Toward the Goal

Data chats

Person or Persons Responsible
Principal, Assistant Principal, ILC, department chairs

Target Dates or Schedule:
monthly

Evidence of Completion:
meeting logs

G2. Increase the percentage of students achieving proficiency level 3 on the 2014 Geometry EOC by 6%

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- 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
- Students lack basic skills and fluency in math.

Plan to Monitor Progress Toward the Goal

Data chats

Person or Persons Responsible
Principal, Assistant Principal, ILC, department chairs

Target Dates or Schedule:
monthly

Evidence of Completion:
meeting logs

G3. Increase the percentage of students achieving proficiency on the 2014 Reading FCAT Test by 5%.

Targets Supported
- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal
- Highly qualified staff, small student to teacher ratio, flexible scheduling, extended day activities

Targeted Barriers to Achieving the Goal
- Content area teachers need training in delivering reading focus lessons that reflect real world connections and relevance to students' lives.

Plan to Monitor Progress Toward the Goal

data chats

Person or Persons Responsible
Principal, Assistant principal, ILC, Department chairs

Target Dates or Schedule:
Monthly

Evidence of Completion:
meeting logs

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the percentage of students achieving proficiency level 3 on the 2014 Algebra I EOC by 6%

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

G1.B1.S1 School-wide focus calendar, 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 Tuesday/Wednesday

Action Step 1

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

Person or Persons Responsible

Administration, math chair and math teachers

Target Dates or Schedule

bi-monthly

Evidence of Completion

Scores on focus quizzes and district formative assessments

Facilitator:

Math chair

Participants:

math teachers

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

iObservation and lesson plan review

Person or Persons Responsible

Administrators and Math chair

Target Dates or Schedule

monthly/weekly

Evidence of Completion

Observation results and informal review

Plan to Monitor Effectiveness of G1.B1.S1

Conference with chair or administrator for observation review

Person or Persons Responsible

Administrators, Chairperson and math teacher

Target Dates or Schedule

ongoing

Evidence of Completion

DFA results focus quiz results

G2. Increase the percentage of students achieving proficiency level 3 on the 2014 Geometry EOC by 6%

G2.B1 Students lack basic skills and fluency in math.

G2.B1.S1 School-wide focus calendar, 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 Tuesday/Wednesday

Action Step 1

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

Person or Persons Responsible

Administration, math chair and math teachers

Target Dates or Schedule

bi-monthly

Evidence of Completion

Scores on focus quizzes and district formative assessments

Facilitator:

Math chair

Participants:

math teachers

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

iObservation and lesson plan review

Person or Persons Responsible

Administrators and Math chair

Target Dates or Schedule

monthly/weekly

Evidence of Completion

Observation results and informal review

Plan to Monitor Effectiveness of G2.B1.S1

Conference with chair or administrator for observation review

Person or Persons Responsible

Administrators, Chairperson and math teacher

Target Dates or Schedule

ongoing

Evidence of Completion

DFA results focus quiz results

G3. Increase the percentage of students achieving proficiency on the 2014 Reading FCAT Test by 5%.

G3.B1 Content area teachers need training in delivering reading focus lessons that reflect real world connections and relevance to students' lives.

G3.B1.S1 1. Professional development will be provided to content area teachers related to the effective delivery of reading focus mini lessons. 2. Differentiated Instruction will allow students to be taught based on their learning styles and needs. 3.Professional development will be provided in Problem-based instruction. 4.Tuesday/Wednesday Extended Learning Period will bring relevance to focus skills lessons.

Action Step 1

Instructional Literacy Coach will deliver Car-PD training to all content area teachers. Review of Lesson Plans and Classroom Observation walkthrough instruments will be used to indicate instruction of reading focus skills. RtI review of formative data will indicate student growth. Classroom teachers will analyze exit slips to determine effectiveness of instruction and real world application. Tuesday/ Wednesday after school activities will reflect curriculum and instruction that makes obvious connections to the real world.

Person or Persons Responsible

Principal, Literacy coach and all teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation, Classroom observation walkthrough instrument, lesson plans, FAIR data, Focus quiz results

Facilitator:

Instructional Literacy Coach

Participants:

All faculty

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

common planning and Lesson Study activities, team development of focus quizzes

Person or Persons Responsible

Principal. Assistant Principal, Instructional Literacy Coach, ELA teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Performance Plus Reports

Plan to Monitor Effectiveness of G3.B1.S1

FAIR testing three times a year

Person or Persons Responsible

ELA , Reading teachers, and ILC

Target Dates or Schedule

September, January, and May

Evidence of Completion

Test results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.
Other
N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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 2014 Algebra I EOC by 6%

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

G1.B1.S1 School-wide focus calendar, 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 Tuesday/Wednesday

PD Opportunity 1

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

Facilitator

Math chair

Participants

math teachers

Target Dates or Schedule

bi-monthly

Evidence of Completion

Scores on focus quizzes and district formative assessments

G2. Increase the percentage of students achieving proficiency level 3 on the 2014 Geometry EOC by 6%

G2.B1 Students lack basic skills and fluency in math.

G2.B1.S1 School-wide focus calendar, 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 Tuesday/Wednesday

PD Opportunity 1

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

Facilitator

Math chair

Participants

math teachers

Target Dates or Schedule

bi-monthly

Evidence of Completion

Scores on focus quizzes and district formative assessments

G3. Increase the percentage of students achieving proficiency on the 2014 Reading FCAT Test by 5%.

G3.B1 Content area teachers need training in delivering reading focus lessons that reflect real world connections and relevance to students' lives.

G3.B1.S1 1. Professional development will be provided to content area teachers related to the effective delivery of reading focus mini lessons. 2. Differentiated Instruction will allow students to be taught based on their learning styles and needs. 3.Professional development will be provided in Problem-based instruction. 4.Tuesday/Wednesday Extended Learning Period will bring relevance to focus skills lessons.

PD Opportunity 1

Instructional Literacy Coach will deliver Car-PD training to all content area teachers. Review of Lesson Plans and Classroom Observation walkthrough instruments will be used to indicate instruction of reading focus skills. RtI review of formative data will indicate student growth. Classroom teachers will analyze exit slips to determine effectiveness of instruction and real world application. Tuesday/ Wednesday after school activities will reflect curriculum and instruction that makes obvious connections to the real world.

Facilitator

Instructional Literacy Coach

Participants

All faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation, Classroom observation walkthrough instrument, lesson plans, FAIR data, Focus quiz results

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of students achieving proficiency level 3 on the 2014 Algebra I EOC by 6%	$1,500
G3.	Increase the percentage of students achieving proficiency on the 2014 Reading FCAT Test by 5%.	$3,000
	Total	$4,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title I, SAI		$4,500	$4,500
district		$0	$0
Total		$4,500	$4,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the percentage of students achieving proficiency level 3 on the 2014 Algebra I EOC by 6%

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

G1.B1.S1 School-wide focus calendar, 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 Tuesday/Wednesday

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Title I, SAI

Funding Source

Title I, SAI

Amount Needed

$1,500

G2. Increase the percentage of students achieving proficiency level 3 on the 2014 Geometry EOC by 6%

G2.B1 Students lack basic skills and fluency in math.

G2.B1.S1 School-wide focus calendar, 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 Tuesday/Wednesday

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

ILC is paid by the district

Funding Source

district

Amount Needed

$0

G3. Increase the percentage of students achieving proficiency on the 2014 Reading FCAT Test by 5%.

G3.B1 Content area teachers need training in delivering reading focus lessons that reflect real world connections and relevance to students' lives.

G3.B1.S1 1. Professional development will be provided to content area teachers related to the effective delivery of reading focus mini lessons. 2. Differentiated Instruction will allow students to be taught based on their learning styles and needs. 3.Professional development will be provided in Problem-based instruction. 4.Tuesday/Wednesday Extended Learning Period will bring relevance to focus skills lessons.

Action Step 1

Instructional Literacy Coach will deliver Car-PD training to all content area teachers. Review of Lesson Plans and Classroom Observation walkthrough instruments will be used to indicate instruction of reading focus skills. RtI review of formative data will indicate student growth. Classroom teachers will analyze exit slips to determine effectiveness of instruction and real world application. Tuesday/Wednesday after school activities will reflect curriculum and instruction that makes obvious connections to the real world.

Resource Type

Evidence-Based Program

Resource

Title I funds, SAI

Funding Source

Title I, SAI

Amount Needed

$3,000