

St. Johns County School District

Gaines Alternative At Hamblen



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	0

Gaines Alternative At Hamblen

1 CHRISTOPHER ST, St Augustine, FL 32084

www-gats.stjohns.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 5-12	Yes	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2013-14
Grade	

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

The Gaines Alternative School provides an alternative to expulsion and temporary removal of students for Level Four infractions of the St. Johns County School District's Student Code of Conduct, while continuing academic instruction and providing therapeutic services and resources. The School also provides the same support for students who are awaiting adjudication for off-campus felonies.

Provide the school's vision statement.

The Gaines Alternative School will provide an academically sound, physically safe, and therapeutic learning environment for students who have committed Level Four infractions of the St. Johns County School District's Student Code of Conduct and for students who are awaiting adjudication for off-campus felonies.

School Leadership Team

Membership

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

Name	Title
McMahon, Patricia	Principal
Davis, Craig	Assistant Principal
Stevens, Dan	Dean
Padgett, James	Teacher, ESE

Duties

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

The school leadership team continually monitors student academic progress, behavior, and attendance. Instruction, based on students' current course requirements, is delivered in a web-based learning lab, via the Apex program. Additional support is provided for students who are struggling with reading and math. The team strives to ensure a smooth transition for the student when returning to her/his home school, especially with regard to the students academic path to graduation. The principal ensures that all staff comply with the district-wide school site standards.

Early Warning Systems

Year 2017-18

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	1	1	0	5	5	5	4	21
One or more suspensions	0	0	0	0	0	0	1	1	0	5	8	6	3	24
Course failure in ELA or Math	0	0	0	0	0	0	1	1	0	4	2	0	2	10
Level 1 on statewide assessment	0	0	0	0	0	0	1	1	0	2	3	0	2	9

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	1	1	0	5	7	5	4	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	3	2	0	0	6
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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	0	0	3	4	5	2	2	16
One or more suspensions	0	0	0	0	0	0	0	0	5	4	5	2	3	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	0	4	1	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	2	3	0	1	8

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	0	0	4	4	5	2	2	17

Year 2016-17 - Updated

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	0	0	3	4	5	2	2	16
One or more suspensions	0	0	0	0	0	0	0	0	5	4	5	2	3	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	0	4	1	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	2	3	0	1	8

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	0	0	4	4	5	2	2	17

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The student population in the Gaines Alternative School changes by almost 100% at least yearly due to the short term placement. However, in 16-17 school year an improvement rating of "unsatisfactory" was received. That rating improved to "maintaining" for the 17-18 school year.

Which data component showed the greatest decline from prior year?

Specific data is hard to discern due to the mobility rate of the students, but looking at the total points earned it appears that the students at the Gaines Alternative School struggle in the area of mathematics.

Which data component had the biggest gap when compared to the state average?

Specific data is not available.

Which data component showed the most improvement? Is this a trend?

Specific data is not available.

Describe the actions or changes that led to the improvement in this area.

By adding additional software, resources and tutors when available we saw an improvement in the area of mathematics for the Gaines Alternative School.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	67%	56%	0%	71%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	0%	59%	53%	0%	56%	46%
ELA Lowest 25th Percentile	0%	52%	44%	0%	48%	38%
Math Achievement	0%	66%	51%	0%	68%	43%
Math Learning Gains	0%	55%	48%	0%	51%	39%
Math Lowest 25th Percentile	0%	52%	45%	0%	45%	38%
Science Achievement	0%	78%	67%	0%	88%	65%
Social Studies Achievement	0%	81%	71%	0%	85%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)								Total
	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	1 (0)	1 (0)	0 (3)	5 (4)	5 (5)	5 (2)	4 (2)	21 (16)
One or more suspensions	0 (0)	1 (0)	1 (0)	0 (5)	5 (4)	8 (5)	6 (2)	3 (3)	24 (19)
Course failure in ELA or Math	0 (0)	1 (0)	1 (0)	0 (2)	4 (0)	2 (4)	0 (1)	2 (0)	10 (7)
Level 1 on statewide assessment	0 (0)	1 (0)	1 (0)	0 (2)	2 (2)	3 (3)	0 (0)	2 (1)	9 (8)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
06	2018					
	2017	0%	73%	-73%	52%	-52%
Cohort Comparison		0%				
07	2018	0%	70%	-70%	51%	-51%
	2017	0%	74%	-74%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	33%	76%	-43%	58%	-25%
	2017	0%	74%	-74%	55%	-55%
Same Grade Comparison		33%				
Cohort Comparison		33%				
09	2018	0%	74%	-74%	53%	-53%
	2017	6%	74%	-68%	52%	-46%
Same Grade Comparison		-6%				
Cohort Comparison		0%				
10	2018	10%	76%	-66%	53%	-43%
	2017	0%	73%	-73%	50%	-50%
Same Grade Comparison		10%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
06	2018					
	2017	0%	73%	-73%	51%	-51%
Cohort Comparison		0%				
07	2018	0%	80%	-80%	54%	-54%
	2017	0%	80%	-80%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	30%	73%	-43%	45%	-15%
	2017	0%	75%	-75%	46%	-46%
Same Grade Comparison		30%				
Cohort Comparison		30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
08	2018	45%	75%	-30%	50%	-5%
	2017					
Cohort Comparison		45%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	84%	-84%	65%	-65%
2017	38%	86%	-48%	63%	-25%
Compare		-38%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	89%	-89%	71%	-71%
2017	0%	90%	-90%	69%	-69%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	87%	-14%	68%	5%
2017	0%	86%	-86%	67%	-67%
Compare		73%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	55%	79%	-24%	62%	-7%
2017	0%	78%	-78%	60%	-60%
Compare		55%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	77%	-77%	56%	-56%
2017	0%	78%	-78%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Improving Academic Rigor

Rationale Provide resources to students so that they do not lose academic time/momentum when returning to their home-zoned schools and are ready to excel on State and District assessments.

Intended Outcome Ensure that students returning to their home zoned schools after a 45-90 or 180 day placement at the Alternative site do not lose academic time and are ready to excel on State and District Assessments.

Point Person Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)

Action Step

Description Provide students with resources such as, (but not limited to) : Algebra Nation, Khan Academy, tutors, District approved textbooks, to assist with academic rigor and assessment readiness.

Person Responsible James Padgett (james.pagdett@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description Comparison data with student transfer grades and exit grades to check student progress, monitor student computer logs for website usage, weekly progress reports.

Person Responsible James Padgett (james.pagdett@stjohns.k12.fl.us)

Activity #2

Title Increase Parent Communication

Rationale Increase parent communication regarding student grades and overall performance by utilizing weekly progress reports, phone logs, and conference notes.

Intended Outcome Improve/maintain student grades while students compete their time at the Gaines Alternative School and improve the transition back to the home zoned school.

Point Person Rob Garrett (garrett.rob@stjohns.k12.fl.us)

Action Step

Description Parents will receive a weekly progress report via email to keep them informed of student progress. Additionally, phone logs and conference notes will be kept to document further attempts at improving those communication strategies. Parents will be invited to a parent night during the first semester in order to share school information. All parents are invited to join the Parent Advisory Council during student orientation.

Person Responsible Rob Garrett (garrett.rob@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description Logs will be kept to verify phone calls, conferences and emails sent. A copy of the parent invitation that will be sent pertaining to the parent night will be archived, as will all parent invitations to join Advisory Council.

Person Responsible Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)

Activity #3	
Title	Improve available mental health resources.
Rationale	Increase availability of resources and information to parents as it relates to physical, mental health, and academic services for students.
Intended Outcome	Utilizing the Gaines' Behavior Interventionist, students will be complete a student intake form during the first week of attendance. Students who identify issues/situations of concern will be referred to the MTSS team for further possible services. Additionally, the exit process from the Gaines Alternative School will be expanded to add the addition of a session with the Mental Health Counselor to continue to track possible student needs.
Point Person	Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)
Action Step	
Description	Completion of student intake form with Behavior Interventionist at orientation. Completion of Exit checklist by student and Counselor.
Person Responsible	Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Student intake forms will be kept on file, with documentation of follow up services offered Exit forms will be kept on file for possible home zoned school recommendations.
Person Responsible	Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Staff at the Gaines Alternative School make continuous effort to engage parents at the school site through the use of email, phone calls and conferences. Every parent is invited to join the School Advisory Counsel during student orientation. Additionally parents are invited to the annual informational meeting held during the first semester.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Students complete an intake session with the Behavior Interventionist shortly after orientation. This process helps to determine if there are any immediate social, emotional or physical needs that may need to be addressed. Students who are identified as needing counseling are assigned sessions on an as needed basis accordingly. Every student is assigned to a group that meets weekly with the Counselor.

Every Friday the teachers, administrator and counselor hold a staffing where every student is reviewed for any additional services. A Resource Manual of additional services is kept on hand to assist parents if additional needs are identified outside the scope of school services, i.e., psychological services, social security assistance, etc. Further Mental Health Counseling is available as needed through a County referral system.

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

There is no incoming or outgoing cohort of students as in the traditional school setting as the general length of stay is approximately 45 days. However, the school has developed an exit process for students transitioning back to their home zoned school to ensure that the process is smooth

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.

Students sent to the Gaines Alternative school have access to all services that the District offers. If a student has been identified as needing services, or is in the referral process, those needs will be met at the Alternative School. Additionally, students may be staffed through the Rti team, the TAT (Threat Assessment Team) team (as need basis, and are staffed by school personnel weekly to check on progress

Title 1 funds are used to help pay the salary of the Behavior Interventionist.. Those primary duties are to provide behavior supports to students. Additionally, the counselor runs group and individual sessions on drug education, violence prevention, cyberbullying, community resources and job readiness skills. Resources are made available to parents.

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

Gaines Alternative School is a 45 to 180 day placement for students necessitating removal from their home zoned school due to level 4 infractions of the Code of Conduct, resulting in a great deal of student mobility. The Behavior Interventionist runs groups on career awareness with students while they are here, and will offer resources to those students who need them. Strategies for career and college placement are generally set forth by the home zoned school.