

St. Johns County School District

St. Johns Technical High School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	42%

School Grades History

Year	2017-18	2012-13	2011-12	2011-12
Grade	C			

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

Provide the school's vision statement.

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.

School Leadership Team

Membership

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

Name	Title
Williams, Cynthia	Principal
Church, Richard	School Counselor
Davis, Paula	Instructional Coach
Winter, Holli	Assistant Principal

Duties

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

Principal: Cynthia Williams

Provides a common vision for the use of data-based decision-making. Ensures 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 liaison 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. The principal ensures that all staff comply with the district-wide school site standards.

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

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: TBA 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, provide behavior management skills, bring in guest speakers to support career goals, social skills, and academic achievement, and provide counseling as needed. The coach supports the B6 Club, which focuses on fostering high school students' leadership skills. These students in turn, mentor incoming students at the 6th and 7th grade level.

Coordinator for APEX: 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 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 FSA/EOC testing.

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	7	5	24	13	18	16	14	97	
One or more suspensions	0	0	0	0	0	0	13	15	20	15	5	10	9	87	
Course failure in ELA or Math	0	0	0	0	0	0	8	2	4	18	12	3	4	51	
Level 1 on statewide assessment	0	0	0	0	0	0	35	25	35	26	28	20	17	186	

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	18	15	28	25	18	14	13	131	

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	3	5	5	0	1	15
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	1	2	2	3	2	1	12

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	7	13	14	13	9	12	10	78
One or more suspensions	0	0	0	0	0	0	12	4	9	11	3	10	2	51
Course failure in ELA or Math	0	0	0	0	0	0	17	1	4	8	7	6	4	47
Level 1 on statewide assessment	0	0	0	0	0	0	34	25	35	30	26	20	19	189

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	23	12	16	19	9	13	8	100

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	7	13	14	13	9	12	10	78
One or more suspensions	0	0	0	0	0	0	12	4	9	11	3	10	2	51
Course failure in ELA or Math	0	0	0	0	0	0	17	1	4	8	7	6	4	47
Level 1 on statewide assessment	0	0	0	0	0	0	34	25	35	30	26	20	19	189

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	23	12	16	19	9	13	8	100

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 data component that performed the lowest is the ELA achievement across all grade levels. This appears to be a trend through the 6-10 grade levels. More specifically 8th and 9th grade ELA scores saw a decrease in achievement when compared to 2017.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was the Biology EOC. The achievement level went from 58% to 32%, a reduction of 26%.

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

The data component with the biggest is ELA achievement scores, the state average is 56%, our school average is 20%, leaving a 36% gap.

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

The data component that showed the most improvement was math achievement which improved 8% from 2017 to 2018. Across the board all middle school math scores improvement.

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

After school enrichment tutoring was required for all middle school students. Monthly sessions focused on problem based learning using collaborative strategies. Utilization of the math coach helped to target essential standards and use of data to differentiate remediation.

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	20%	67%	56%	0%	71%	52%
ELA Learning Gains	41%	59%	53%	0%	56%	46%
ELA Lowest 25th Percentile	56%	52%	44%	0%	48%	38%
Math Achievement	28%	66%	51%	0%	68%	43%
Math Learning Gains	46%	55%	48%	0%	51%	39%
Math Lowest 25th Percentile	55%	52%	45%	0%	45%	38%
Science Achievement	36%	78%	67%	0%	88%	65%
Social Studies Achievement	44%	81%	71%	0%	85%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	8	9	10	11	12	
Attendance below 90 percent	24 (14)	13 (13)	18 (9)	16 (12)	14 (10)	85 (58)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	8	9	10	11	12	
One or more suspensions	20 (9)	15 (11)	5 (3)	10 (10)	9 (2)	59 (35)
Course failure in ELA or Math	4 (4)	18 (8)	12 (7)	3 (6)	4 (4)	41 (29)
Level 1 on statewide assessment	35 (35)	26 (30)	28 (26)	20 (20)	17 (19)	126 (130)

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
08	2018	12%	76%	-64%	58%	-46%
	2017	18%	74%	-56%	55%	-37%
Same Grade Comparison		-6%				
Cohort Comparison						
09	2018	16%	74%	-58%	53%	-37%
	2017	11%	74%	-63%	52%	-41%
Same Grade Comparison		5%				
Cohort Comparison		-2%				
10	2018	22%	76%	-54%	53%	-31%
	2017	16%	73%	-57%	50%	-34%
Same Grade Comparison		6%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	37%	73%	-36%	45%	-8%
	2017	31%	75%	-44%	46%	-15%
Same Grade Comparison		6%				
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	28%	75%	-47%	50%	-22%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	32%	84%	-52%	65%	-33%
2017	58%	86%	-28%	63%	-5%
Compare		-26%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	40%	89%	-49%	71%	-31%
2017	42%	90%	-48%	69%	-27%
Compare		-2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	41%	87%	-46%	68%	-27%
2017	50%	86%	-36%	67%	-17%
Compare		-9%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	18%	79%	-61%	62%	-44%
2017	26%	78%	-52%	60%	-34%
Compare		-8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	24%	77%	-53%	56%	-32%
2017	40%	78%	-38%	53%	-13%
Compare		-16%			

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
SWD	13	38	59	22	42	54	32	36		83	20
BLK	14	41	52	19	33	38	17	29			
WHT	23	41	65	34	53	69	48	52		86	16
FRL	18	42	60	22	44	54	35	40		86	28
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 Improvement of Pass Rate for the Algebra and Geometry EOC

Rationale Our data shows that from 2017 to 2018 our Algebra EOC pass rate dropped 8% and our Geometry EOC pass rate dropped 16%.

Intended Outcome Our goal is to increase our pass rate by 8% for both Algebra and Geometry EOC's.

Point Person Erin Lynn (erin.lynn@stjohns.k12.fl.us)

Action Step

Description Within our PLC process we are focusing on standards based planning and data chats that drive intentional grouping. Teachers will be developing assessments with the math coach to make sure assessments are informing and driving instruction. The coach will be making observations weekly to give feedback on high yield instructional strategies and advocate for the highest academic achievement of students. Students will be pulled for a math camp twice a month to remediate and practice essential standards for learning.

Person Responsible Erin Lynn (erin.lynn@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description Teachers will be collecting progress monitoring data on assessments that will be used to form student groups and plan remediation. Data will be discussed during PLC meetings that occur twice a month.

Person Responsible Erin Lynn (erin.lynn@stjohns.k12.fl.us)

Activity #2	
Title	Increasing Pass Rate on Biology EOC
Rationale	From 2017 to 2018 our scores dropped 26% on the Biology EOC.
Intended Outcome	Our intended income is to increaese Biology EOC scores by 8%, bringing pass rate to a total of 40%.
Point Person	Gwen Westfall (gwendolyn.westfall@stjohns.k12.fl.us)
Action Step	
Description	Within our PLC process we are focusing on standards based planning and data chats that drive intentional grouping. The biology teacher will be developing assessments with the CAST member, Marna Fox. The focus will be on test item specifications and aligning better with pacing guide and curriculum map. Remediation will be woven into instructional time using small groups.
Person Responsible	Gwen Westfall (gwendolyn.westfall@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Marna Fox will be making monthly visits to assist with the PLC process and analyze data form assessments to form instructional groups.Using assessment data to drive instruction and remediation.
Person Responsible	Gwen Westfall (gwendolyn.westfall@stjohns.k12.fl.us)

Activity #3	
Title	Improve FSA Reading Learning Gains
Rationale	Teachers should be equipped 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.
Intended Outcome	Increase learning gains in the lowest quartile by 2% to meet the district goal.
Point Person	Paula Davis (paula.davis@stjohns.k12.fl.us)
Action Step	
Description	Within our PLC process we are focusing on standards based planning and data chats that drive intentional grouping. The CAST team will support the ELA and reading teachers by completing monthly visits where he will discuss standards based planning and high yield instructional strategies. Assessments will be focused and aligned based on the Florida Standards. Jay DiMartino will assist in creating assessments and analyzing assessment data.
Person Responsible	Paula Davis (paula.davis@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Testing will be completed on all students 9-12 for phonics using the Fox in a Box assessment. A reading diagnostic, QRI6, will be given to students based on the Fox in a Box data, to assess levels of reading comprehension. PLC's will be monitoring data from iReady assessments and classroom assessments to inform instructional grouping and remediation.
Person Responsible	Paula Davis (paula.davis@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.

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

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.

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. Our social worker organizes volunteer community members 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.

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.

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 SIP as it pertains to MTSS/RtI. This working group provides data on Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.

Title I, Part A

SJTHS is a Title 1 school and awarded Title I funds, which allows the school to hire additional personnel to assist students who struggle in reading. 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 iReady which is a research-based, comprehensive program to diagnose reading deficiencies. Teachers prescribe reading strategies for students at all reading levels based on iReady results.

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 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 SJCSd 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 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.

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".

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.

Job Training

Partnering with Carlisle Industries, eligible students are given on the job training with the possibility of full-time employment at the end of the internship. Academies provide pre-employment preparation and off campus activities to facilitate transition and from school to the work-force. Students also have the opportunity to earn industry certifications.

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, providing academic counseling with an emphasis on college readiness. 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 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.