St. Johns Technical High School

2019-20 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

Demographics

Principal: Nigel Pillay

Start Date for this Principal: 8/11/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: C (43%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the St. Johns County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	No	%

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

School Grades History

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

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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	Job Duties and Responsibilities
Williams, Cynthia	Principal	The Principal is responsible for the recruitment, training and retention of highly qualified teachers. As the instructional leader, it is paramount to provide teachers with modeling of effective high-yield strategies, resources and training opportunities to yield academic improvement for students.
Davis, Paula	Instructional Coach	Provides coaching and support, especially in the area of Reading, to all teachers and students. Facilitates collaboration with outside volunteers, teachers and Professional Learning Communities to promote reading and help all students become successful, confident readers.
Winter, Holli	Assistant Principal	Facilitates learning opportunities for staff development and aides teachers by being an instructional leader and support personnel. Ensures compliance with all safety and operational mandates.
Church, Richard	School Counselor	Ensures the needs of all students are met in regards to mental health, graduation requirements, and career goals. As the Testing Coordinator, Mr. Church facilitates the testing schedule, trains staff members and counsels with students on scores and goals needed to ensure graduation.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	43	33	42	47	43	23	55	286
Attendance below 90 percent	0	0	0	0	0	0	13	7	16	12	15	7	28	98
One or more suspensions	0	0	0	0	0	0	13	11	19	9	8	5	13	78
Course failure in ELA or Math	0	0	0	0	0	0	3	1	8	5	4	2	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	34	23	30	24	24	13	28	176

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	18	13	24	13	13	6	20	107

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	0	1	2	3	2	1	1	10
Students retained two or more times	0	0	0	0	0	0	1	2	1	3	5	5	2	19

FTE units allocated to school (total number of teacher units)
25

Date this data was collected or last updated
Wednesday 8/28/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	18	15	28	25	18	14	13	131

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	18	15	28	25	18	14	13	131

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	74%	56%	0%	73%	53%
ELA Learning Gains	0%	60%	51%	0%	59%	49%
ELA Lowest 25th Percentile	0%	50%	42%	0%	50%	41%
Math Achievement	0%	73%	51%	0%	69%	49%
Math Learning Gains	0%	58%	48%	0%	52%	44%
Math Lowest 25th Percentile	0%	55%	45%	0%	45%	39%
Science Achievement	0%	86%	68%	0%	84%	65%
Social Studies Achievement	0%	88%	73%	0%	86%	70%

EWS Indicators as Input Earlier in the Survey						
Indicator	Grade Level (prior year reported)					Total
	8	9	10	11	12	
Number of students enrolled	42 (0)	47 (0)	43 (0)	23 (0)	55 (0)	210 (0)
Attendance below 90 percent	16 (24)	12 (13)	15 (18)	7 (16)	28 (14)	78 (85)
One or more suspensions	19 (20)	9 (15)	8 (5)	5 (10)	13 (9)	54 (59)
Course failure in ELA or Math	8 (4)	5 (18)	4 (12)	2 (3)	0 (4)	19 (41)
Level 1 on statewide assessment	30 (35)	24 (26)	24 (28)	13 (20)	28 (17)	119 (126)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	7%	71%	-64%	56%	-49%
	2018	12%	76%	-64%	58%	-46%
Same Grade Comparison		-5%				
Cohort Comparison						
09	2019	2%	75%	-73%	55%	-53%
	2018	16%	74%	-58%	53%	-37%
Same Grade Comparison		-14%				
Cohort Comparison		-10%				
10	2019	10%	74%	-64%	53%	-43%
	2018	22%	76%	-54%	53%	-31%
Same Grade Comparison		-12%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	38%	78%	-40%	46%	-8%
	2018	37%	73%	-36%	45%	-8%
Same Grade Comparison		1%				
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	18%	72%	-54%	48%	-30%
	2018	28%	75%	-47%	50%	-22%
Same Grade Comparison		-10%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	87%	-34%	67%	-14%
2018	32%	84%	-52%	65%	-33%
Compare		21%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	90%	-50%	71%	-31%
2018	40%	89%	-49%	71%	-31%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	88%	-44%	70%	-26%
2018	41%	87%	-46%	68%	-27%
Compare		3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	79%	-52%	61%	-34%
2018	18%	79%	-61%	62%	-44%
Compare		9%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	81%	-60%	57%	-36%
2018	24%	77%	-53%	56%	-32%
Compare		-3%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	9	36	54	24	53	59	32	47		81	10
BLK	12	33	40	22	56	56	17	32		75	17
WHT	12	38	63	34	55	69	45	53		83	12
FRL	11	35	51	27	55	59	32	45		74	9
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

2% of 9th grade ELA students were able to demonstrate proficiency. As the expectations increase from middle to high school, our struggling readers continue to lack the ability to decode while the Lexile level continues to increase. After testing students using Fox in a Box, a phonemic awareness assessment, it was found that 24 of our 32 (75%) students could not demonstrate the decoding skills that should be mastered by the 3rd grade.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The 9th grade ELA cohort showed the greatest decline, with 14%. As SJTHS is a school of choice, we are continually accepting new students throughout the year and have a transient population, which does not support consistency with programs being used and tracking student progress and growth. After testing students using Fox in a Box, a phonemic awareness assessment, it was found

that 75% of 9th grade students could not demonstrate the decoding skills that should be mastered by the 3rd grade.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap is in the 9th grade ELA, at -53% when compared to the state average. As a school that has 90% of the population with an IEP, almost all that specifically address reading deficiencies, and actively recruits the lowest level students from the District, we are aware that the area of Reading is our greatest challenge. Around 60% of the student population of SJTHS could not demonstrate the decoding skills that should be mastered by the 3rd grade.

Which data component showed the most improvement? What new actions did your school take in this area?

Our 7th grade Math cohort improved the most, by 17%. Students benefited from having Math and Intensive Math daily. The Intensive Math period gave the students a dedicated time to practice the skills that were taught earlier in the day. Students were also actively using technology each day with activity centers, which included IXL, Khan Academy and iReady.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

As we prepare our students to be successful, post high school, an area of concern can be noted with our senior class. The two areas of concern are the attendance rate and scoring Level 1 on the FSA. 28 out of 55 seniors, or 51%, have an attendance rate below 90% and have scored a Level 1.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Reading
2. Math
3. PLCs
4. MTSS/RtI
5. Subgroup Data: Economically Disadvantaged & Black students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading
Rationale	Reading is the top area of focus as only 8% of students showed proficiency on the ELA FSA. School data also shows that 60% of all students are have not learned the decoding skills that should have been mastered by the 3rd grade.
State the measurable outcome the school plans to achieve	The school goal is to increase the ELA Lowest Quartile Learning Gains from 50 to 52%. The ILC, the Reading Collaborative team and Reading Coach, will be responsible for continually monitoring the lowest quartile throughout the year.
Person responsible for monitoring outcome	Paula Davis (paula.davis@stjohns.k12.fl.us)
Evidence-based Strategy	After reviewing all data, students have been appropriately scheduled into Reading classes, using specific programs, that target their identified area of need. These will include Wilson, Rewards and Intensive Reading, which will also utilize Achieve 3000 and iReady for progress monitoring and data tracking.
Rationale for Evidence-based Strategy	The District office has provided training and funding for these research based and district approved programs. We have also added additional teachers to the Reading and ELA departments to allow for more collaboration and move away from being "singleton" in nature. Teachers have also been given common planning times to further facilitate collaborative strategies and review of data and students together. The Reading collaborative team will be responsible for implementing the reading programs, and will be supported by the ILC and Reading Coach.
Action Step	
Description	1. Identify students for specific programs 2. Schedule students for appropriate reading classes 3. Train teachers in programs 4. Develop common planning 5. Utilize new Reading PLC team
Person Responsible	Paula Davis (paula.davis@stjohns.k12.fl.us)

#2	
Title	Math
Rationale	Algebra EOC learning gains dropped 8% from the 2017-18 school year to the 2018-19 school year. As the EOC is a graduation requirement, SJTHS will be committed to tracking and monitoring these students.
State the measurable outcome the school plans to achieve	SJTHS will work on improving learning gains to 40%. The Math Coach and Math collaborative team will be responsible for monitoring this goal.
Person responsible for monitoring outcome	Holli Winter (holli.winter@stjohns.k12.fl.us)
Evidence-based Strategy	SJTHS will continue to use iReady for Middle School students and IXL for middle and high school data and progress monitoring. iReady is a district supported program to use for Math.
Rationale for Evidence-based Strategy	Staff will collaborate and share data in the PLC process, and also have the support of the CAST team. Common planning periods have also been implemented so teachers may spend more time supporting, planning and analyzing data together. SJTHS has also moved away from "singletons" and have changed schedules so teachers may co-teach together to allow for even more collaboration. The Math team, along with Math Coach will be responsible for implementing the action steps. Administration will support the team and participate in data chats to analyze data and reflect on student progress.
Action Step	
Description	1. Assess students with diagnostics 2. Develop tracking and monitoring system within PLC 3. Develop common assessments 4. Analyze data within PLC 5. Host Data Chats with Administration and District
Person Responsible	Holli Winter (holli.winter@stjohns.k12.fl.us)

#3	
Title	Professional Learning Communities
Rationale	In order to improve scores over all, the school will focus on a more collaborative and PLC driven master schedule. SJTHS will move away from being "singleton" in nature and incorporate more shared grade level classes to allow teachers collaboration time in planning, assessments and data analysis.
State the measurable outcome the school plans to achieve	After reviewing the 9th grade 2017-18 and 2018-19 data, it was evident that more support and collaboration was needed. The school goal is to increase 9th grade FSA Reading gains from 29% to 40%. The Reading and ELA team, supported by the ILC, Department Chair and Reading Coach will be responsible for monitoring learning gains throughout the year.
Person responsible for monitoring outcome	Paula Davis (paula.davis@stjohns.k12.fl.us)
Evidence-based Strategy	The District office has provided training and funding for these research based and district approved reading programs. Teachers have also been given common planning times to further facilitate collaborative strategies and review of data and students together.
Rationale for Evidence-based Strategy	The District office has provided training and funding for these research based and district approved reading programs. The Reading collaborative team will be responsible for implementing the programs in and will be supported by the ILC and Reading Coach.
Action Step	
Description	1. Develop Reading PLC Team 2. Assign Reading Coach (new position) 3. Utilize reading programs (Wilson, Rewards, iReady, Achieve 3000) 4. Assess students 5. Collaborate within PLC, analyze data
Person Responsible	Holli Winter (holli.winter@stjohns.k12.fl.us)

#4	
Title	MTSS/RtI
Rationale	Due to the diverse needs and population of SJTHS, the MTSS team is of utmost importance in order to properly identify students who are in need of academic, behavioral or mental health support. The EWS report indicates that 16% of students have two or more indicators, from 6-12th grade. Specifically, over 30% in the area of attendance who are absent more than 10% of the school year and 53% have scored a Level 1 on an FSA.
State the measurable outcome the school plans to achieve	The school goal will be to decrease the absenteeism to 25% and FSA Level 1 to 45%. The MTSS Core team will be responsible for monitoring. For the 2019-20 school year, SJTHS has accepted 120 new students, which is 41% of the total student population.
Person responsible for monitoring outcome	Holli Winter (holli.winter@stjohns.k12.fl.us)
Evidence-based Strategy	SJTHS will implement positive programs and celebrations to help increase attendance rates. After reviewing FSA data, students have been appropriately scheduled into Reading classes, using specific programs, that target their identified area of need. The MTSS core team will meet weekly, to review student attendance, behavior, mental health and academic needs.
Rationale for Evidence-based Strategy	As 41% of our students are new this year, our MTSS core team has the ability to have background knowledge on almost every student due to the representation of the team, which includes Assistant Principal, Guidance Counselor, Mental Health Counselor, District Social Worker, APEX Coordinator, Success Coach, School Psychologist, District Mental Health Counselor and Youth Resource Deputy. The team is also responsible for implementing and monitoring plans. Once assigned an academic plan, the content area teacher will be responsible for following the plan as written.
Action Step	
Description	1. Develop MTSS Core team meeting schedule 2. Meet weekly to discuss all agenda topics 3. Monitor and track students 4. Refer students as necessary (for plan development, mental health, etc.) 5. Promote positive relationships and programs
Person Responsible	Holli Winter (holli.winter@stjohns.k12.fl.us)

#5	
Title	Subgroup Data: Economically Disadvantaged & Black students
Rationale	Economically disadvantaged students were at 40% and Black students were at 36% on the Federal Percent of Points Index.

State the measurable outcome the school plans to achieve	Increase both categories to 41%
Person responsible for monitoring outcome	Cynthia Williams (cynthia.williams@stjohns.k12.fl.us)
Evidence-based Strategy	As reading is a top priority and necessity to learning, we will continue to provide specific support and schedule students by need in the appropriate reading class, using research based programs such as Wilson and Rewards. Funds will also be allocated to additional support and paraprofessional in the reading classrooms. The administrative team at SJTHS will also mentor 3-4 students each in these categories, spending time with them throughout the week, supporting reading, providing academic support and mentorship.
Rationale for Evidence-based Strategy	Reading is fundamental to all learning and is a barrier to those who are not able to decode or comprehend on grade level.

Action Step	
Description	1. Assign students for mentorship 2. Appropriately schedule students in reading classes 3. Use additional funds to hire support staff 4. Collect and review data on student progress 5.
Person Responsible	Cynthia Williams (cynthia.williams@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

School Culture:

As many of our students have faced numerous hardships, setbacks and adverse situations, we at SJTHS make it a priority to focus on success and kindness. Our theme this year is Destination: Success, and each department has worked to develop positive displays and messages throughout the school to promote the theme.

Each month, we focus on a character pillar and have a Staff and Student of the Month award. Teachers are able to nominate students and all nominees area awarded and recognized. One main winner is

selected to receive a gift card (donated by sponsors), and t-shirt (donated by business partner) and have their picture displayed for the month. Ms. Kelly Thigpen, Character Education Coordinator, also comes to SJTHS to model character lessons and activities within the classroom.

We also implement a Mentorship program for students who are struggling with behavior. These students are individually tracked, worked with to set goals, and are rewarded at the end of each week for making their goals. Students who do not make their goals spend time with the Guidance Counselor to work on strategies that would help when they are feeling overwhelmed or frustrated.

Finally, we proudly celebrate students quarterly by hosting Honor Roll and Character Counts! celebrations. Students are given the royal treatment with music, decorations, family and friends to celebrate their academic and character achievements. The celebration continues with a meal and cake, served by our Culinary Academy students.

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 Schoolwide Improvement Plan 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.

St. Johns Technical High School thrives to meet the needs of every child and works to build positive, long-lasting relationships with community based organizations, parents and school stakeholders. Parents are invited to attend SAC meetings, PTO gatherings, Open House events and Honor Roll/Character Counts! assemblies. SJTHS uses multiple modalities when communicating with parents including personal phone calls, emails, information on the website, PTO message board and social media, monthly newsletter, and School Messenger mass phone calls. We also reach out to our faith-based and community sponsors to assist with programs such as Blessings in a Backpack, Back to School supplies and meal donations for events.

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

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.

Title I, Part C
Migrant students are identified and served through the district office. A Migrant liaison provides information to migrant families and arranges for various services.

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.

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.

Title IX- Homeless
Providing resources from the District Homeless Social Worker 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 full time mental health counselor and to help provide tutoring as needed.

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 provided.

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.

Career and Technical Education
Providing industry certification and vocational training for students allowing them with potential earning power in the future. High school students attend FCTC for vocational classes.

Job Training
Partnering with Carlisle Industries,eligible students are given on the job training with the possibility of full-time employment. Academies provide pre-employment preparation and off campus activities to facilitate transition from school to the work-force.

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 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.

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

SJTHS offers an Academy of Culinary Arts and an Academy of Coastal and Water Resources. Students accepted into Academies are engaged in a sequence of industry driven coursework. Each Academy is programmed to offer a minimum of three courses, which lead to CAPE industry certification. The Academies are governed by their own Advisory Board which partners with the school to ensure instruction is relevant and encompasses current industry needs and practices. Field studies, internships, and guest speakers are scheduled throughout the school-year and supported by our industry partnerships. SJTHS also has a manufacturing partnership with Carlisle Interconnect Technologies which affords students the opportunity to participate in a nine month paid internship in manufacturing with opportunity of full-time employment post high school.