

St. Johns County School District

St Johns County Juvenile Residential At St. Johns



2019-20 Schoolwide Improvement Plan

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St Johns County Juvenile Residential At St. Johns Youth Academy

4500 AVENUE D, St Augustine, FL 32095

[no web address on file]

Demographics

Principal: Richard Church

Start Date for this Principal: 8/8/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 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	

* 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 6-12	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
Grade

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of St Johns Youth Academy is to provide rigorous, relevant learning experiences that result in increased achievement for all students. Students will excel in all areas of academic learning by utilizing cooperative teaching strategies and a project-based learning approach, while focusing on high expectation critical thinking skills. St Johns Youth Academy will provide an atmosphere conducive to maximize each student's individual academic potential and positive self-esteem with support from parents, community and business partners, to help ensure a positive and safe culture.

Provide the school's vision statement.

Our vision at St Johns Youth Academy is to develop each student to his fullest potential through both academic and personal achievement. Because we serve juvenile offenders, we emphasize individual responsibility, citizenship, and compassion for others. We stress the total development of each student, not just the academic but also morally, intellectually and socially in an effort to provide them with the solid foundation they will need upon entering back into the public school setting.

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
Holmes-Ames, Paige	Other	Assists the principal to direct and manage the school program at SJYA; supervises teachers and staff, develops and implements educational and training activities, provides consultation regarding lesson planning and best practices.
Montgomery, Michelle	Principal	The principal forms the head of the administrative team within a school and is responsible for overseeing the daily operations of the institution. They coordinate staff schedules, oversee the development of curriculum and enforce school policies relating to themes like discipline or safety. The Principal also coordinates staff training days and works directly with students who need help meeting or setting goals. The Principal also serves as the direct liaison between the school and the school board and is responsible for ensuring that the school operates according to school board protocols.
Martin, Essie	Other	District Liaison

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	0	5	5	8	13	7	1	39
Attendance below 90 percent	0	0	0	0	0	0	0	5	1	2	2	3	1	14
One or more suspensions	0	0	0	0	0	0	0	2	3	3	1	2	1	12
Course failure in ELA or Math	0	0	0	0	0	0	0	3	2	6	4	4	1	20
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	1	0	2	0	0	5

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	0	0	0	0	0	0	0	0

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	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	3	0	1	1	0	0	5

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

7

Date this data was collected or last updated

Wednesday 8/21/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	5 (0)	5 (0)	8 (0)	13 (0)	7 (0)	1 (0)	39 (0)
Attendance below 90 percent	0 ()	5 ()	1 ()	2 ()	2 ()	3 ()	1 ()	14 (0)
One or more suspensions	0 (0)	2 (0)	3 (0)	3 (0)	1 (0)	2 (0)	1 (0)	12 (0)
Course failure in ELA or Math	0 (0)	3 (0)	2 (0)	6 (0)	4 (0)	4 (0)	1 (0)	20 (0)
Level 1 on statewide assessment	0 (0)	2 (0)	1 (0)	0 (0)	2 (0)	0 (0)	0 (0)	5 (0)

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
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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
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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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.

With the data from the Early Warning Systems, attendance, course failure and suspensions are a concern. This data comes from student enrollment in other schools. Since there is mandatory attendance and no suspensions at SJYA, focus will be put on every student passing ELA and Math classes.

Past FSA and EOC test scores indicate that SJYA students typically score a level one or two. This has always been a trend at DJJ schools and is caused by multiple interwoven factors.

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

N/A for DJJ

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.

N/A for DJJ

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

N/A for DJJ

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

N/A for DJJ

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

1. Eliminate ELA or Math course failure
2. Increase pass rate and learning gains on FSA and EOC's
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA and Math Course Failure
Rationale	This area was highlighted in the Early Warning System as an area of concern. Twenty of our 39 students have previously failed a math or language arts course.
State the measurable outcome the school plans to achieve	100% pass rate in ELA and Math courses
Person responsible for monitoring outcome	Paige Holmes-Ames (page.holmes-ames@truecorebehavioral.com)
Evidence-based Strategy	Students will be monitored weekly for progress and an intervention plan will be developed and implemented for students who are failing or in danger of failing.
Rationale for Evidence-based Strategy	Although we currently have a monthly monitoring plan, students may fall too far behind in that time to get caught up. Weekly monitoring will increase early intervention and increase pass rates.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide strategies to teachers for student progress monitoring and intervention strategies. 2. Use PLC to provide teammate support and collaboration to Math and ELA teachers 3. Monitor teacher compliance with weekly monitoring 4. 5.
Person Responsible	Paige Holmes-Ames (page.holmes-ames@truecorebehavioral.com)

#2	
Title	FSA and EOC Learning Gains
Rationale	Most students at SJYA have historically scored a level one or level two on the FSA and EOC tests. While this is typical of other DJJ schools and is due to a wide variety of factors, our students should have the support and teaching necessary to make learning gains on these state-wide assessments.
State the measurable outcome the school plans to achieve	100% of students will show learning gains and 20% of students will pass standardized tests with a level three or higher
Person responsible for monitoring outcome	Paige Holmes-Ames (page.holmes-ames@truecorebehavioral.com)
Evidence-based Strategy	All instructional staff will use effective lesson planning strategies focused on standard based instruction.
Rationale for Evidence-based Strategy	DJJ schools have been shown to have less rigorous coursework. In order to be successful students in DJJ schools need to be taught content at the same level as students in a public school. Lesson plans developed based on state teaching standards will keep DJJ school students level with same aged peers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will submit weekly lesson plans based on grade and course level appropriate standards. 2. Teachers will receive support for weekly lesson planning in PLC and monthly staff meetings 3. Lead educator will observe classrooms to ensure lessons are being taught according to submitted plans. 4. 5.
Person Responsible	Paige Holmes-Ames (page.holmes-ames@truecorebehavioral.com)

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).

Another priority for SJYA is career preparation and an increase in industry certifications. A career education development team will meet monthly to create goals and action steps to further this goal.