

St. Johns County School District

Gaines Alternative At Hamblen



2020-21 Schoolwide Improvement Plan

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Gaines Alternative At Hamblen

1 CHRISTOPHER ST, St Augustine, FL 32084

www-gats.stjohns.k12.fl.us

Demographics

Principal: Craig Davis

Start Date for this Principal: 6/19/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2019-20 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
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the St. Johns County School Board.

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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Gaines Alternative At Hamblen

1 CHRISTOPHER ST, St Augustine, FL 32084

www-gats.stjohns.k12.fl.us

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 5-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p>
<p>Primary Service Type (per MSID File)</p> <p>Alternative Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p>

School Grades History

Year	2013-14
Grade	

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 through temporary removal of students for Level Four infractions of the St. Johns County School District's Student Code of Conduct. Gaines also serves students awaiting adjudication of off-campus felonies by continuing academic instruction and providing therapeutic support.

Provide the school's vision statement.

The Gaines Alternative School will provide an academically sound, physically safe, and therapeutically supportive 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 of off-campus felonies.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
McMahon, Patricia	Principal	
Davis, Craig	Assistant Principal	
Garrett, Rob	Teacher, K-12	
Caesar, Amy	School Counselor	

Demographic Information

Principal start date

Saturday 6/19/2010, Craig Davis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

4

Demographic Data

2020-21 Status (per MSID File)	Active
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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	5	10	4	11	8	12	0	50
Attendance below 90 percent	0	0	0	0	0	0	3	3	2	5	6	5	0	24
One or more suspensions	0	0	0	0	0	0	5	10	4	9	7	8	0	43
Course failure in ELA	0	0	0	0	0	0	0	1	0	5	4	5	0	15
Course failure in Math	0	0	0	0	0	0	0	0	0	3	2	2	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	1	4	0	4	2	3	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	1	4	0	1	0	2	0	8

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	4	6	3	8	6	7	0	34

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	1	0	2	1	4	0	9
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	1	1	0	4

Date this data was collected or last updated

Tuesday 6/23/2020

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	
Number of students enrolled	0	0	0	0	0	0	8	7	17	21	17	13	0	83
Attendance below 90 percent	0	0	0	0	0	0	4	4	13	14	11	10	0	56
One or more suspensions	0	0	0	0	0	0	8	6	16	19	16	11	0	76
Course failure in ELA or Math	0	0	0	0	0	0	5	3	7	9	6	6	0	36
Level 1 on statewide assessment	0	0	0	0	0	0	3	1	5	6	3	1	0	19

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	5	5	14	14	13	10	0	61

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	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	0	0	0	0	0	0	8	7	17	21	17	13	0	83
Attendance below 90 percent	0	0	0	0	0	0	4	4	13	14	11	10	0	56
One or more suspensions	0	0	0	0	0	0	8	6	16	19	16	11	0	76
Course failure in ELA or Math	0	0	0	0	0	0	5	3	7	9	6	6	0	36
Level 1 on statewide assessment	0	0	0	0	0	0	3	1	5	6	3	1	0	19

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	5	5	14	14	13	10	0	61

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	1	0	4	10	5	0	21
Students retained two or more times	0	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	
	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
06	2019	0%	74%	-74%	54%	-54%
	2018					
Cohort Comparison		0%				
07	2019	0%	72%	-72%	52%	-52%
	2018	0%	70%	-70%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	71%	-71%	56%	-56%
	2018	33%	76%	-43%	58%	-25%
Same Grade Comparison		-33%				
Cohort Comparison		0%				
09	2019	30%	75%	-45%	55%	-25%
	2018	0%	74%	-74%	53%	-53%
Same Grade Comparison		30%				
Cohort Comparison		-3%				
10	2019	25%	74%	-49%	53%	-28%
	2018	10%	76%	-66%	53%	-43%
Same Grade Comparison		15%				
Cohort Comparison		25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
06	2019	0%	74%	-74%	55%	-55%
	2018					
Cohort Comparison		0%				
07	2019	0%	80%	-80%	54%	-54%
	2018	0%	80%	-80%	54%	-54%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	45%	78%	-33%	46%	-1%
	2018	30%	73%	-43%	45%	-15%
Same Grade Comparison		15%				
Cohort Comparison		45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	45%	72%	-27%	48%	-3%
	2018	45%	75%	-30%	50%	-5%
Same Grade Comparison		0%				
Cohort Comparison		45%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	87%	-87%	67%	-67%
2018	0%	84%	-84%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	90%	-90%	71%	-71%
2018	0%	89%	-89%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	88%	-88%	70%	-70%
2018	73%	87%	-14%	68%	5%
Compare		-73%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	42%	79%	-37%	61%	-19%
2018	55%	79%	-24%	62%	-7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-13%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	81%	-81%	57%	-57%
2018	0%	77%	-77%	56%	-56%
Compare		0%			

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
WHT											
FRL											
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)	CS&I
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
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	0
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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.

Analysis of the subgroups indicates similar percentages of learning gains in ELA and math. However, due to the transient nature of the students and the annual 90% student turnover rate, specific comparison data are difficult to obtain.

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

Analysis of the subgroups indicate similar percentages of learning gains in ELA and math. However, due to the transient nature of the students and the annual 90% student turnover rate, specific comparison data are difficult to obtain.

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.

Both ELA and math data indicate gaps when compared to state data. However, due to the transient nature of the students and the annual 90% student turnover rate, specific comparison data are difficult to obtain.

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

Significant improvement is not indicated by the comparison data. However, due to the transient nature of the students and the annual 90% student turnover rate, specific comparison data are difficult to obtain.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Per the EWS data, student attendance remains an area of concern. The ISS/OSS data include data from the students' home-zone schools. Data pertaining to students' failing ELA and math courses also includes data from their home-zone schools.

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

1. Student attendance
2. Student academic progress
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	Students' academic progress in ELA should continue while they are assigned to Gaines Alternative School in order to ensure a successful transition back to their home-zone school.
Description and Rationale:	
Measurable Outcome:	Teachers will continually monitor student progress in ELA (via Apex), providing support as needed and providing weekly progress reports to parents. Entry and withdrawal grades will be used to gauge success.
Person responsible for monitoring outcome:	Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)
Evidence-based Strategy:	The Gaines team will function as a professional learning community, meeting weekly to troubleshoot student performance concerns.
Rationale for Evidence-based Strategy:	Ongoing team collaboration in supporting student progress is a research-based strategy for improving student success. The PLC model is a district-wide initiative for strengthening student learning.

Action Steps to Implement

The Gaines team will function as a PLC to foster student progress.

Person Responsible Craig Davis (craig.davis@stjohns.k12.fl.us)

Remediation will be provided as needed.

Person Responsible Craig Davis (craig.davis@stjohns.k12.fl.us)

Weekly progress reports will be sent to parents.

Person Responsible Craig Davis (craig.davis@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Students' academic progress in math should continue while they are assigned to Gaines Alternative School in order to ensure a successful transition back to their home-zone school.
Measurable Outcome:	Teachers will continually monitor student progress in math (via Apex), providing support as needed and providing weekly progress reports to parents. Entry and withdrawal grades will be used to gauge success.
Person responsible for monitoring outcome:	Patricia McMahon (patricia.mcmahon@stjohns.k12.fl.us)
Evidence-based Strategy:	The Gaines team will function as a professional learning community, meeting weekly to troubleshoot student performance concerns.
Rationale for Evidence-based Strategy:	Ongoing team collaboration in supporting student progress is a research-based strategy for improving student success. The PLC model is a district-wide initiative for strengthening student learning.

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Person Responsible Craig Davis (craig.davis@stjohns.k12.fl.us)

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Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The professional learning community model will serve as a foundation for our efforts to ensure a sound instructional and behavioral program.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In order to continue to strengthen the culture of the Gaines Alternative School, we will continue to conduct student focus groups, facilitated by the school counselor, who will address attendance, senior graduation readiness, mental health issues, and safety. The focus group process will improve our efforts to meet student needs, thereby improving attendance and academic performance.

The Gaines team will continue to function as a professional learning community, which drives a culture of student-focused collaboration.

Although we will continue to encourage parent involvement in our SAC meetings, we consistently establish productive relationships with parents through our student intake meetings.

These three components combine to cultivate a culture of student focused collaboration that involve the students, parents, faculty, support staff, leadership team, and outside agency support as needed.

Parent Family and Engagement Plan (PFEP) Link

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