

St. Johns County School District

St Johns County Juvenile Residential At St. Johns



2020-21 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: 7/1/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
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	
* 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 2/16/2021.

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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4500 AVENUE D, St Augustine, FL 32095

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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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Purpose and Outline of the SIP

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

Name	Title	Job Duties and Responsibilities
Holmes-Ames, Paige	Other	Lead Educator
Church, Richard	Other	District Liaison

Demographic Information

Principal start date

Wednesday 7/1/2020, Richard Church

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.*

1

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.*

1

Total number of teacher positions allocated to the school

5

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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Year	
Support Tier	
ESSA Status	
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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	0	1	5	11	19	8	8	52
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	5	2	1	0	10
One or more suspensions	0	0	0	0	0	0	0	1	0	1	3	1	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	4	0	0	8
Course failure in Math	0	0	0	0	0	0	0	0	1	5	6	0	1	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	1	3	8	12	8	7	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	1	4	7	14	7	5	38

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	1	3	7	11	5	5	32

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

Date this data was collected or last updated

Tuesday 9/1/2020

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	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

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	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

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	
	(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
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					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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	
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.

Low performance on FSA ELA and Algebra 1 EOC has always been an issue for DJJ schools. In 2018 we had no students who passed the Grade 10 FSA ELA or the Algebra 1 EOC. Since this is one of the measures that our school is going to be held accountable for, this is a great concern. Many factors influence this outcome. Our students come in at all times during the year, from all different schools and school districts. Their previous school attendance has been inconsistent and most require remediation to work at grade level. In addition, their motivation to perform well on state testing is very low.

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

N/A for DJJ schools

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.

Data not available

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

N/A for DJJ schools

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

The number of students who scored a Level 1 on previous state testing is one of our greatest concerns. This influences their ability to be successful in any area of education and limits the possibilities for a standard high school diploma.

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

1. Increase pass rate and learning gains on FSA Math and Algebra 1 EOC
2. Increase pass rate and learning gains on FSA ELA
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Most students at SJYA have historically scored a level one or level two on the FSA ELA 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.

Measurable Outcome: 100% of students will show learning gains and 20% of students will pass FSA ELA tests with a level three or higher

Person responsible for monitoring outcome: Page Holmes-Ames (page.holmes-ames@sequelyouthservices.com)

Evidence-based Strategy: Utilize metacognitive strategies-including summarizing, questioning, identifying main idea and using graphic organizers- tailored to informational text in Science and Social Studies classes.

Rationale for Evidence-based Strategy: Metacognitive strategies for reading, while used extensively in language arts classes, are not utilized as regularly in other instructional areas.

Action Steps to Implement

Professional development to instruct science and social studies teachers on how to use these strategies in the classroom.

Person Responsible Page Holmes-Ames (page.holmes-ames@sequelyouthservices.com)

Evidence of use of these strategies to be seen in lesson plans and by observation of the science and social studies classrooms.

Person Responsible Page Holmes-Ames (page.holmes-ames@sequelyouthservices.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Low graduation rates for student in the juvenile justice system are a concern. While St Johns Residential had 18 GED graduates during the 2019-2020 school year, there was only one student who graduated with a standard diploma. One of the reasons for this is the low pass rate of the Algebra 1 EOC. By increasing the pass rate of the Algebra 1 EOC it is expected that the graduation rate will also increase.

Measurable Outcome: 100% students will show learning gains and 20% of students will pass FSA Math or Algebra 1 EOC with a level three or higher.

Person responsible for monitoring outcome: Page Holmes-Ames (page.holmes-ames@sequelyouthservices.com)

Evidence-based Strategy: Use of cooperative learning, better classroom management and motivational strategies in the classroom.

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

No other improvement areas were identified.

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.

Various stakeholders are included as members of our school advisory committee. The results of the previous spring's yearly Department of Juvenile Justice School Climate survey is reviewed by the committee. Ideas for improvement are discussed and implemented where feasible. Thinking outside the box is encouraged as we service a unique population.

Parent Family and Engagement Plan (PFEP) Link

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