

St. Johns County School District

St. Johns Technical High School



2021-22 Ungraded 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: 7/1/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Improvement Rating History	2021-22: Maintaining 2020-21: Maintaining 2018-19: Maintaining 2017-18: No Rating 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

percentage iep/504, fri,
anxiety about learning in a traditional class setting
grades 6-12
highest percentage of minority students
many have been retained at least once
behind in credits

supports in place
beh int
success coach
support in ela and math
smaller class size
learning labs for first time credit and grade recovery
mentoring program for students
pbis
field studies that expose students to college careers, and things they otherwise would not experience
academies
blessings
community partnerships

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Pillay, Nigel	Principal	
Beck, Wayne	Assistant Principal	
Curran, Bonnie	Assistant Principal	
Esguerra, Sarah	School Counselor	
Davis, Paula	Instructional Coach	
Corpus, Melondia	Teacher, K-12	

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Wednesday 7/1/2020, Nigel Pillay

Number of teachers with professional teaching certificates?

27

Number of teachers with temporary teaching certificates?

3

Total number of teacher positions allocated to the school.

30

Total number of students enrolled at the school.

257

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	30	37	44	36	41	37	32	257
Attendance below 90 percent	0	0	0	0	0	0	9	18	23	16	16	18	16	116
One or more suspensions	0	0	0	0	0	0	2	0	10	4	1	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	16	21	25	16	18	16	15	127
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	15	21	19	13	0	0	0	68
Number of students with a substantial reading deficiency	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	12	
Students with two or more indicators	0	0	0	0	0	0	6	14	16	13	6	8	8	71

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	11	11	24	14	13	13	12	98
Students retained two or more times	0	0	0	0	0	0	4	7	2	2	3	2	3	23

Date this data was collected or last updated

Tuesday 10/12/2021

2020-21 - 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	34	32	50	55	46	51	41	309
Attendance below 90 percent	0	0	0	0	0	0	10	7	7	9	12	4	8	57
One or more suspensions	0	0	0	0	0	0	4	10	9	8	14	3	5	53
Course failure in ELA	0	0	0	0	0	0	0	1	2	4	4	4	1	16
Course failure in Math	0	0	0	0	0	0	1	1	4	0	2	2	3	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	2	6	8
Level 1 on 2019 statewide FSA Math 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		12
Students with two or more indicators	0	0	0	0	0	0	1	3	6	3	3	8	4	28

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	18	16	23	23	25	18	17	140
Students retained two or more times	0	0	0	0	0	0	2	1	3	3	3	4	4	20

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					74%	56%	20%	67%	56%
ELA Learning Gains					60%	51%	41%	59%	53%
ELA Lowest 25th Percentile					50%	42%	56%	52%	44%
Math Achievement					73%	51%	28%	66%	51%
Math Learning Gains					58%	48%	46%	55%	48%
Math Lowest 25th Percentile					55%	45%	55%	52%	45%
Science Achievement					86%	68%	36%	78%	67%
Social Studies Achievement					88%	73%	44%	81%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	7%	71%	-64%	56%	-49%
Cohort Comparison						
09	2021					
	2019	2%	75%	-73%	55%	-53%
Cohort Comparison						
10	2021					
	2019	10%	74%	-64%	53%	-43%
Cohort Comparison						
		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	78%	-40%	46%	-8%
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	18%	72%	-54%	48%	-30%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	87%	-34%	67%	-14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	90%	-50%	71%	-31%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	44%	88%	-44%	70%	-26%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	79%	-52%	61%	-34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	81%	-60%	57%	-36%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10	31	47	16	30	40	20	38		89	4
BLK	11	28	40	13	27	36	14	24		100	
HSP					30						
WHT	15	34	50	24	32	43	28	56		91	16
FRL	11	32	50	15	26	40	23	33		92	9
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	29
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	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

iReady, Achieve, IXL
 QRI6 and Cold Reads
 Fox in a Box

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

ELA Achievement among White students (increased 3%). Constant monitoring of students resulted in data based scheduling.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Math LG in all subgroups. Black and FRL students are highest decrease (29% drop).
 State provided ESSA Data.

What trends emerge across grade levels, subgroups and core content areas?

Achievement across all grade levels and subgroups for ELA & Math decreased.

What strategies need to be implemented in order to accelerate learning?

Increased classroom support in ELA & Math. Targeted Interventions. Teacher led small group instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Reading is a top area of focus as only approximately 13% of students showed proficiency on the ELA FSA. WHERE DID WE GET THIS DATA???? 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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school goal is to increase the ELA Lowest Quartile Learning Gains from approximately 46% to 52%. The Instructional Literacy Coach, the Reading Collaborative team and Reading Interventionist, will be responsible for continually monitoring the lowest quartile throughout the year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

In Reading, research based and district approved programs will be used in order to support students based on their specific needs and data. Wilson Reading Systems and REWARDS will be the programs utilized and students will be specifically scheduled in to the class that is needed. The Reading Interventionist in tandem with the Instructional Literacy Coach will deliver and support targeted intervention. Achieve 3000 will also be utilized in 9-12 grade ELA classes.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Wilson Reading Systems (WRS) is used to structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. REWARDS is a powerful research-based, short-term, and specialized program for adolescent students in grades 4–12 who struggle reading long, multi-syllabic words and comprehending content-area text. With explicit, systemic, teacher-led instruction, this intervention gives students new skills to unlock grade-level content-area text. Achieve 3000 ensure all students in grades 9-12, especially the most vulnerable, continue to accelerate learning in literacy to close the gap and stay on-track. Both programs are district approved and have also provided training and resource kits for our teachers.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students for specific reading programs based on individualized diagnostic results.

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

2. Schedule students for appropriate classes

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

3. Purchase programs and train teachers

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

4. Implement a small group intervention time for students at every grade level for ELA targeted small group intervention time weekly and hire a reading interventionist to work with small groups. Instructional Literacy Coach and Reading Interventionist will collect, review and analyze data to keep groups fluid based on student needs.

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

Analyze school data by administration on a monthly basis to monitor student progress.

Person Responsible Bonnie Curran (bonnie.curran@stjohns.k12.fl.us)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

LAST YEAR'S GOAL:

Algebra End Of Course (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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SJTHS will work on improving Lowest Quartile Learning Gains to 60% to meet the district goal. The Math collaborative team will be responsible for monitoring this goal.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

SJTHS will continue to use iReady for Middle School students and IXL for middle and high school data collection and progress monitoring. iReady is a district supported program to use for Math. The school will schedule Middle School students in Intensive Math as needed based on prior data.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Reports that help you focus instruction for students, small groups, and the whole class. i-Ready's detailed student portraits help teachers plan next steps for instruction. iReady is a district supported program to use for Middle School Math students and training is also provided through purchase of the program and toolbox. IXL helps students gain fluency and confidence in math. IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify and schedule students for Intensive Math classes (Math PLC and Registrar)

Person Responsible Bruce Allie (bruce.allie@stjohns.k12.fl.us)

2. Purchase programs and train teachers. (Principal and ILC)

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

3. Assess students with diagnostics (Math PLC)

Person Responsible Wayne Beck (wayne.beck@stjohns.k12.fl.us)

4. Utilize Math PLC in collecting, reviewing, and analyzing data

Analyze school data by school administration on a monthly basis to monitor student progress and provide feedback to grade level teams.

Person Responsible Wayne Beck (wayne.beck@stjohns.k12.fl.us)

No description entered

Person Responsible [no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As many of our students have faced numerous hardships, setbacks and adverse situations, we at SJTHS make it a priority to focus on social and emotional well being of every student. ESSA data shows that Economically Disadvantaged students perform at 33% proficiency, while black students are at 29% respectively. According to the ESSA requirements, any subgroup performing below 41% is identified as an area of focus that needs improvement. As a Title I school, we know there is a direct correlation to this identified population and a student's social emotional well-being. As a result, it is our mission to ensure we focus on the whole child and work to meet not only their educational and academic needs, but also cater to social/emotional needs, career and college preparedness, and character development.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

PBIS!!!!

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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. District Character Education Coordinator, also comes to SJTHS to model character lessons and activities within the classroom.

We also will 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.

Additionally, 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.

Rationale for Evidence-based Strategy:

Focusing on school culture and implementing positive behavior rewards systems through our Behavior Interventionist and our Success Coach will help reduce overall behavior incidents. The Behavior Interventionist and Success Coach will

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

be able to pull available resources from the community, apply for grants and seek business partnerships to purchase resources for the programs.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Targeting and assigning students to Mentorship program (Behavior Interventionist & Success Coach, MTSS team)

Person Responsible [no one identified]

2. Collecting funds and resources to supplement programs and initiatives (Behavior Interventionist & Success Coach)

Person Responsible [no one identified]

3. Training students and staff on Character Counts! initiatives (Behavior Interventionist & Success Coach)

Person Responsible [no one identified]

4. Collect, review and analyze data. (Behavior Interventionist & Success Coach)

Person Responsible [no one identified]

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA data shows that Black students perform at 29% proficiency. According to the ESSA requirements, any subgroup performing below 41% is identified as an area of focus that needs improvement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We must increase this category by 12% to meet ESSA requirements.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

In Reading, research based and district approved programs will be used in order to support students based on their specific needs and data. Wilson Reading Systems and REWARDS will be the programs utilized and students will be specifically scheduled in to the class that is needed. Newly created position of Reading Interventionist will also be able to deliver and help with targeted intervention. In Math, Intensive Math has been added back to the schedule to deliver necessary instruction and remediation. Programs such as IXL and iReady will be utilized by the teachers to improve math skills and track student progress. At SJTHS, a School Counselor and an on site Mental Health counselor will work to support these students to meet their social-emotional, academic and college/career goals and needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Wilson Reading Systems (WRS) is used to structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. REWARDS is a powerful research-based, short-term, and specialized program for adolescent students in grades 4–12 who struggle reading long, multi-syllabic words and comprehending content-area text. With explicit, systemic, teacher-led instruction, this intervention gives students new skills to unlock grade-level content-area text. Both programs are district approved and have also provided training and resource kits for our teachers.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Appropriately schedule students in reading classes (Paula Davis)

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

2. Train and support Reading and Math teachers (Paula Davis)

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

3. Use additional funds to hire Reading Interventionist (Nigel Pillay)

Person Responsible Nigel Pillay (nigel.pillay@stjohns.k12.fl.us)

4. Collect, analyze and review data on student progress in order to make instructional decisions (ILC and Administration)

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

5. Targeted social/emotional support from School and Mental Health Counselor (School Counselor)

Person Responsible Sarah Esguerra (sarah.esguerra@stjohns.k12.fl.us)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#5. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA data shows that Economically Disadvantaged students perform at 33% proficiency. According to the ESSA requirements, any subgroup performing below 41% is identified as an area of focus that needs improvement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We must increase this category by 8% to meet ESSA requirements.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

In Reading, research based and district approved programs will be used in order to support students based on their specific needs and data. Wilson Reading Systems and REWARDS will be the programs utilized and students will be specifically scheduled in to the class that is needed. Newly created position of Reading Interventionist will also be able to deliver and help with targeted intervention. In Math, Intensive Math has been added back to the schedule to deliver necessary instruction and remediation. Programs such as IXL and iReady will be utilized by the teachers to improve math skills and track student progress. At SJTHS, a School Counselor and an on site Behavior Interventionist will work to support these students to meet their social-emotional, academic and college/career goals and needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Wilson Reading Systems (WRS) is used to structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. REWARDS is a powerful research-based, short-term, and specialized program for adolescent students in grades 4–12 who struggle reading long, multi-syllabic words and comprehending content-area text. With explicit, systemic, teacher-led instruction, this intervention gives students new skills to unlock grade-level content-area text. Both programs are district approved and have also provided training and resource kits for our teachers.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Appropriately schedule students in reading classes (Paula Davis)

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

2. Train and support Reading and Math teachers (Paula Davis)

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

3. Use additional funds to hire Reading Interventionist (Principal)

Person Responsible Nigel Pillay (nigel.pillay@stjohns.k12.fl.us)

4. Collect, analyze and review data on student progress in order to make instructional decisions (ILC and Administration)

Person Responsible Paula Davis (paula.davis@stjohns.k12.fl.us)

5. Targeted social/emotional support from School and Mental Health Counselor (School Counselor and Behavior Interventionist)

Person Responsible [no one identified]

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA data shows that Students with Disabilities perform at 33% proficiency. According to the ESSA requirements, any subgroup performing below 41% is identified as an area of focus that needs improvement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We must increase this category by 8% to meet ESSA requirements.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our students will receive targeted , small group interventions that are differentiated according to their needs and based on data.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The above mentioned strategy will be used to increase the students with disabilities proficiency, learning gains and the learning gains for the lowest quartile for both math and ELA.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students with disabilities will receive a review by the MTSS/ESE team with their classroom teacher to review their IEPs and make sure their goals are clearly connected to the standards in which data indicates a deficit and that services are appropriately matched to meet their needs.

Person Responsible

[no one identified]

Students with disabilities will receive targeted ELA instruction focused on their needs for specific phonics and/or comprehensive progress. Supported by the ILC, IR teacher, and/or ESE teacher

Person Responsible

[no one identified]

Students with disabilities will receive targeted Math instruction based on their needs which will be supported by their math teacher, Intensive Math teacher, and/or ESE support teacher.

Person Responsible

[no one identified]

Administrative team will meet with ESE monthly to review progress monitoring data of students with disabilities in order to make adjustments as needed to increase student response to interventions.

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#7. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA data shows that Economically Disadvantaged students perform at 39% proficiency. According to the ESSA requirements, any subgroup performing below 41% is identified as an area of focus that needs improvement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We must increase this category by 2% to meet ESSA requirements.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#8. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

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 "Looking Forward", 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 fellow staff members and all nominees area awarded and recognized. One main winner is selected to receive a gift (donated by sponsors), and t-shirt, and have their picture displayed for the month. The district Character Education Coordinator, also comes to SJTHS to model character lessons and activities within the classroom.

At monthly faculty trainings, we spend the first ten to fifteen minutes of the meeting opening with celebrations and staff shout outs. Staff members are able to support or brag on other co-workers who have amazing things going on in their classrooms or pitched in to support an event.

Throughout the school year, Administration takes the time to celebrate staff during holidays and Teacher Appreciation Week. Fun games, treats and meals are provided to cultivate a feeling of appreciation and family atmosphere.

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 School 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administrative Team, Sunshine Committee, Behavior Interventionist, Success Coach, Business Partners

WHO ELSE????