

St. Johns County School District

Gaines Alternative At Hamblen



2022-23 Ungraded 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: 7/1/2018

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
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 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. Gaines serves both categories of students 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.

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

The student population includes students who have committed Level Four infractions of the St. Johns County School District's Student Code of Conduct and those who are awaiting adjudication of off-campus felonies. Among these students are those who have special needs that are addressed via supports established through their Individual Education Plans (IEP) via Exceptional Student Education (ESE) teachers. Students otherwise receive individualized academic and therapeutic support as needed through their teachers, a school counselor, and a district mental health counselor.

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
Davis, Craig	Principal	Overall campus leadership
Allie, Bruce	Assistant Principal	Program leadership, instructional leadership
Rule, Kristopher	Dean	Management of student discipline
Ceaser, Amy	School Counselor	Academic and mental health counseling, MTSS team support

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

NA

Demographic Information

Principal start date

Sunday 7/1/2018, Craig Davis

Total number of students enrolled at the school.

71

Total number of teacher positions allocated to the school.

5

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

4

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

2022-23

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	7	14	20	24	32	6	0	103
Attendance below 90 percent	0	0	0	0	0	0	3	12	15	18	27	4	0	79
One or more suspensions	0	0	0	0	0	0	7	14	19	24	31	6	0	101
Course failure in ELA	0	0	0	0	0	0	3	10	9	13	20	4	0	59
Course failure in Math	0	0	0	0	0	0	3	10	9	13	20	4	0	59
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	8	6	3	9	2	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	8	6	3	9	2	0	30
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	8	6	3	9	2	0	30

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	21	27	6	0	0	0	0	54
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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	5	3	5	4	3	0	21
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Thursday 9/8/2022

2021-22 - 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	5	10	8	17	19	16	0	75
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Attendance below 90 percent	0	0	0	0	0	0	3	6	5	12	13	11	0	50
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One or more suspensions	0	0	0	0	0	0	5	9	7	16	18	16	0	71
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Course failure in ELA	0	0	0	0	0	0	3	5	3	14	13	8	0	46
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	3	3	3	6	2	0	19
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Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	7	5	15	15	12	0	58
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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	4	2	4	5	0	0	16
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		74%	51%					74%	56%
ELA Learning Gains								60%	51%
ELA Lowest 25th Percentile								50%	42%
Math Achievement		50%	38%					73%	51%
Math Learning Gains								58%	48%
Math Lowest 25th Percentile								55%	45%
Science Achievement		70%	40%					86%	68%
Social Studies Achievement		59%	48%					88%	73%

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
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019	0%	74%	-74%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	72%	-72%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	71%	-71%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019	0%	74%	-74%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	80%	-80%	54%	-54%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	45%	78%	-33%	46%	-1%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	45%	72%	-27%	48%	-3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	87%	-87%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	90%	-90%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	88%	-88%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	79%	-37%	61%	-19%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	81%	-81%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
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
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											

ESSA Data Review

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

Part III: Planning for Improvement

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 related to the Areas of Focus?

Student performance data indicate a drop in math learning gains, leading to an overall rating of Unsatisfactory.

However, due to the transient nature of the students and the annual 95% 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?

Student performance data do not indicate improvement in either ELA or math. However, due to the transient nature of the students and the annual 90% student turnover rate, specific comparison data are difficult to obtain.

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?

Academic progress, as indicated by exit grades, remains the greatest concern. Students tend to demonstrate apathy while enrolled at Gaines, and this is reflected in a tendency toward low academic performance.

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

Academic progress, as indicated by exit grades, remains the greatest concern. Students tend to demonstrate apathy while enrolled at Gaines, and this is reflected in a tendency toward low academic performance.

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

The team is currently addressing student engagement through the use of brain breaks (students periodically leaving the lab to go outside to walk and get some fresh air) and the use of a recreational period at the end of the day, which will also give the students a break from the lab while fostering physical activity. One-on-one support from our school counselor and mental health counselor should also foster improved academic performance.

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

Professional development is driven by the Gaines professional learning community. Through the weekly collaboration of this team, student and teacher needs are continually addressed.

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.

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.

Measurable Outcome:

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

Learning gains of the lowest 25% will reach 50% or increase by 2% if above 50%.

Monitoring:

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

FAST and Achieve 3000 data will also be used to monitor progress.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

The Gaines team will function as a professional learning community, meeting weekly to troubleshoot student performance concerns.

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.

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.

The Gaines team will function as a PLC to foster student success and provide remediation as necessary.

Person Responsible

Craig Davis
(craig.davis@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.

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:

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

Learning gains of the lowest 25% will reach 50% or increase by 2% if above 50%.

Monitoring:

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

FAST and Achieve 3000 data will also be used to monitor progress.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

The Gaines team will function as a professional learning community, meeting weekly to troubleshoot student performance concerns.

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.

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.

The Gaines team will function as a PLC to foster student success and provide remediation as necessary.

Person Responsible

Craig Davis
(craig.davis@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.

#3. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. Gaines students often tend to demonstrate apathy and to disengage academically, thereby performing poorly while enrolled in the program.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. ELA and math learning gains of the lowest 25% will reach 50% or increase by 2%, if above 50%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. ELA and math performance data gathered through progress monitoring instruments (Renaissance Star, FAST, Achieve 3000) will be monitored for student progress. EHC PLC teams will collaborate with the use of real-time data to gauge and drive instruction accordingly.

Person responsible for monitoring outcome: Bruce Allie (bruce.allie@stjohns.k12.fl.us)
The instructional leadership team (principal, assistant principal, school counselor, and ESE achievement coach--currently vacant) will provide specific feedback and coaching regarding instructional practices via ongoing classroom observations and PLC participation.

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus. Providing specific performance feedback and coaching to teachers and participating in the PLC process are research-based practices for improving instruction and student learning.

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.

The instructional leadership team will provide specific feedback and coaching, pertaining to instruction, to teachers through classroom observations and participation in the PLC process.

Person Responsible Craig Davis (craig.davis@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.

#4. Other specifically relating to School Culture / Environment

Area of Focus Description and Rationale:

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

Gaines commonly serves students who are at risk of low attendance, recidivism, academic failure, and dropping out. Cultivating a supportive culture, including attention to social-emotional learning, can mitigate this trend.

Measurable Outcome:

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

We expect to see a decline in absenteeism (as measured by weekly attendance records), recidivism (as measured by the number of returning students per semester), improvement in academic success (as measured by exit grades), and a reduction in the number of students dropping out while enrolled.

Monitoring:

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

The Gaines PLC will monitor student attendance records, the number of returning students (per weekly Discipline Committee placements), exit grades for students returning to their home-zone school, and the number of drop-out requests per semester.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

The Gaines PLC will function as a professional learning community, meeting weekly to troubleshoot student performance concerns, and partner with the MTSS team as needed to foster student success.

Rationale for Evidence-based Strategy:

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

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.

The Gaines team will function as a PLC to foster student success and partner with the MTSS team for this purpose as needed.

Person Responsible

Craig Davis (craig.davis@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 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.

Gaines students with disabilities tend to be at risk for academic failure. Providing individualized support to these students can mitigate this trend. The students most at risk of academic failure are assigned to smaller lab environments, staffed with ESE teachers.

Measurable Outcome:

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

We expect to see an improvement in academic success (as measured by exit grades and progress monitoring assessment scores).

Monitoring:

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

The Gaines PLC will monitor weekly grades, exit grades, and progress monitoring assessment scores, providing remediation and counseling as needed.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

The Gaines PLC will function as a professional learning community, meeting weekly to troubleshoot student performance concerns, and partner with the MTSS team as needed to foster student success.

Rationale for Evidence-based Strategy:

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

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.

The Gaines team will function as a PLC to foster student success and partner with the MTSS team for this purpose as needed.

Person Responsible

Craig Davis (craig.davis@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.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

The Gaines PLC will gather and analyze data pertaining to student attendance, academic progress in Apex, progress monitoring data, discipline, and parent contacts (e.g., weekly progress reports) to determine how best to enlist parent support as needed, including participation in the MTSS process.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The team will contact parents weekly to communicate student progress and enlist their participation in school counseling and the MTSS process as needed.

Describe how implementation will be progress monitored.

The Gaines PLC will monitor student progress pertaining to academics, attendance, progress monitoring assessments, and discipline to gauge the need for further parent engagement and support.

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.

Action Step	Person Responsible for Monitoring
The Gaines PLC will monitor student progress pertaining to academics, attendance, progress monitoring assessments, and discipline to gauge the need for further parent support, and pursue parent engagement accordingly.	Allie, Bruce, bruce.allie@stjohns.k12.fl.us