St. Johns County School District

St. Johns Technical High School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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.

St. Johns Technical High School serves students in grades 7 through 12 from every zoned middle, K-8, and high school in St. Johns County School District. Our school population consists of the highest percentage of minority students in the county and we have a high percentage of students with IEPs and 504 plans. Due to the volume of students qualifying for Free or Reduced Lunch, all students at our school are able to receive free breakfast and lunch on campus daily. We are fortunate to have the support of many community organizations who provide donations of food, clothing, and other necessities for our families in need at various times throughout the year.

The unique environment of St. Johns Technical High School allows for us to be a safe haven for students who have anxiety about learning in a traditional class setting at a comprehensive middle or high school. Our low total enrollment and small class sizes allow our team to provide supports for students they would be less likely to have access to in other settings. Many of our students have been retained at least once and are behind in credits. We are able to offer first time credit and grade recovery to students in these situations through our two virtual labs, allowing us to help students accelerate and catch up to their grade level cohorts.

Our students with IEPs are provided support throughout the day in core classes (mainly ELA and Math) and we also benefit from having an ESE Coach, Instructional Literacy Coach, Behavior Interventionist, and Student Success Coach who work with our students and teachers to ensure students' individual needs are met.

This year, our focus will be on continuing the implementation of PBIS school-wide which will involve professional development sessions with staff, soliciting feedback from students, parents, and other stakeholders, and training school community on the PBIS Rewards system we will launch later this year. Our Success Coach is revamping our mentor program to provide meaningful supports and incentives for our students as part of this initiative, to include field studies that expose students to college careers, and things they otherwise would not experience.

While our focus is on treating the whole child based on each student's individual needs, we want to provide as much of a true middle and high school experience for every student as possible. We currently offer two high school academies (The Academy of Coastal and Water Resources and the Culinary Academy) to help students engage in real world learning opportunities in preparation for future careers. In addition, several of our students are enrolled in courses at First Coast Technical College in trade programs of their interests.

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	
Curran, Bonnie	Assistant Principal	
Norwich, Melisa	Assistant Principal	
Davis, Paula	Instructional Coach	
Johnson-Cassella, Helen	Teacher, K-12	
Esguerra, Sarah	School Counselor	
Cohen, Drina	Other	

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

na

Demographic Information

Principal start date
Wednesday 7/1/2020, Nigel Pillay

Total number of students enrolled at the school.
223

Total number of teacher positions allocated to the school.
28

Number of teachers with professional teaching certificates?
19

Number of teachers with temporary teaching certificates?
9

Number of teachers with ESE certification?
12

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

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	27	35	46	34	41	18	45	246
Attendance below 90 percent	0	0	0	0	0	0	8	15	18	14	16	9	24	104
One or more suspensions	0	0	0	0	0	0	8	12	24	10	11	5	3	73
Course failure in ELA	0	0	0	0	0	0	2	4	4	5	5	3	4	27
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	15	23	30	18	16	8	22	132
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	8	18	26	17	12	10	15	106

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	3	1	2	2	0	9
Students retained two or more times	0	0	0	0	0	0	4	5	2	2	5	0	0	18

Date this data was collected or last updated

Tuesday 8/30/2022

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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	16	21	25	16	18	16	15	127
Level 1 on 2019 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	23	24	31	17	22	21	16	154

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

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
08	2022					
	2019	7%	71%	-64%	56%	-49%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	38%	78%	-40%	46%	-8%
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	18%	72%	-54%	48%	-30%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	87%	-34%	67%	-14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	90%	-50%	71%	-31%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	88%	-44%	70%	-26%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	79%	-52%	61%	-34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	81%	-60%	57%	-36%

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
SWD	8	25	31	8	29	57	25	21	17	92	6
BLK	13	31	29	3	20	36	18	27		83	
HSP	18			9	60						
WHT	11	22	25	19	36	64	33	33		91	13
FRL	8	26	40	10	31	54	26	21	11		
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

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)	CSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
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	336
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1

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	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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?

Reading: Data reviews from progress monitoring tools: IXL, Achieve, iReady, QR16, Core Phonics Survey, San Diego Quick, Fox in a Box, formative and summative assessments, monitoring of IEP goal progress and fluency probes.
Math: IXL, formative and summative classroom assessments, monitoring of IEP goals.

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

Math Learning Gains for all students increased 5% (29 to 34)
Continuous monitoring of progress and remediation based on formative assessments.

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?

Our greatest needs are:
-Economically Disadvantaged Students, Learning Gains, and State FSA Data.

- Black students, since they are in year 4 of not meeting ESSA 41% requirement.
- ELA Learning Gains, since they dropped by 5% (35 to 30)

This is based on data gleaned from our progress monitoring data and FSA assessment results.

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

Achievement scores across all grade levels and subgroups remain a challenge in the area of ELA.

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

-Lowering class size in our intensive reading classes to better individualize interventions and instruction
-Consistency in ESE support in ELA and common planning for them to work on data and interventions
-Pack Power Hour for remediation and enrichment
-Research based interventions utilized to support our struggling readers and math students
-Increased support in all reading and math courses
-Utilize intensive reading and math for our struggling students
-Learning Strategies for SWD who are struggling to help in remediation and retakes of assessments

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.

Training on intervention and Kagan Strategies to utilize during Pack Power Hour
Support from ILC for teachers on implementing intervention for students on MTSS
Monthly PLC meetings to disaggregate data and determine next steps

Areas of Focus:

#1. 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 26% 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 15% to meet ESSA requirements.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.
Person responsible for monitoring outcome:	Ranata Wright (ranata.wright@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Explicit direct instruction with opportunities for feedback and practice.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Direct instruction has an effect size of .57, feedback .66, and opportunities for practice .79. All of these have been shown through research (J. Hattie) to impact student achievement. Combined with research based curriculum materials these will be used to assist students. Standards-based instruction will also be utilized.

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 and math intervention classes.

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

2. Train and support Reading and Math teachers.

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

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

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

4. Targeted social/emotional promoted support from School Counselor and Behavior Interventionist. PBIS systems to be used for frequent rewards to students.

Person Responsible	Jenna Miller (jenna.miller@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.	Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.

#2. 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 25% 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 16% to meet ESSA requirements.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.
Person responsible for monitoring outcome:	Drina Cohen (drina.cohen@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Explicit direct instruction with opportunities for feedback and practice.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Direct Instruction has an effect size of .57, Feedback .66 and Practice .79 all of these have been shown through research (J. Hattie) to have an impact on student learning and achievement. These combined with research based curriculum materials will be utilized to impact student achievement. Standards-based instruction will also be utilized.

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 and intensive math classes.

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

2. Train and support Reading and Math teachers.

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

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

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

4. Targeted social/emotional promoted support from School Counselor and Behavior Interventionist.PBIS structures with frequent rewards for students in multiple areas.

Person Responsible	Jenna Miller (jenna.miller@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.	Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.

#3. 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 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.	Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.
Person responsible for monitoring outcome:	Melisa Norwich (norwicm@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Explicit direct instruction with opportunities for feedback and practice and micro-teaching. Our students will receive targeted, small group interventions that are differentiated according to their needs identified in their IEPs and based on current data.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Direct Instruction has an effect size of .57, Feedback .66, Practice .79, micro-teaching .88. All of these have been shown through research (J. Hattie) to have an impact on student learning and achievement. The above mentioned strategies 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. Standards-based instruction with essential standards will also be utilized.

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. Students with disabilities' IEPs will be reviewed by ESE team to be sure goals are clearly connected to the standards in which data indicates a deficit, and that services are appropriately matched to meet student needs.

Person Responsible	Melisa Norwich (norwicm@stjohns.k12.fl.us)

2. Students with disabilities will receive explicit ELA instruction differentiated to their needs for specific phonics and/or comprehension/fluency progress by the Intensive Reading teacher and/or ESE teacher. This will be supported by the Instructional Literacy Coach and the ESE Teacher. We will also utilize FIN to help in our collaborative instruction with Gen. Ed. and ESE Teachers.

Person Responsible	Melissa Kurdyla (melissa.kurdyla@stjohns.k12.fl.us)

3. Students will 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	Melisa Norwich (melisa.norwich@stjohns.k12.fl.us)

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

Person Responsible	Melisa Norwich (melisa.norwich@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.

Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.

#4. ESSA Subgroup specifically relating to Hispanic

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 Hispanic 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.	Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Explicit direct instruction with opportunities for feedback and practice.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Direct Instruction has an effect size of .57, Feedback .66 and Practice .79 all of these have been shown through research (J. Hattie) to have an impact on student learning and achievement. Combined with research based curriculum materials these will be used to assist students. Standards-based instruction will also be utilized.

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 and math classes.

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

2. Train and support Reading and Math teachers.

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

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

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

4. Targeted social/emotional promoted support from School Counselor and Behavior Interventionist. PBIS systems.

Person Responsible	Jenna Miller (jenna.miller@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.	Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.

#5. Other specifically relating to School Culture: Positive Behavior Intervention & 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 25% proficiency, while Black students are at 26% 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.	Our focus this year is the continuation of PBIS and school-wide expectations. We expect to see office disciplinary referrals decrease by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Office disciplinary referral reports and classroom issue reports.
Person responsible for monitoring outcome:	Michael Strickland (michael.strickland@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PBIS Rewards will be continued this year with the staff and students. On-going professional development and coaching will be provided by school PBIS Team.

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	Drina Cohen (drina.cohen@stjohns.k12.fl.us)

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

Person Responsible	Jenna Miller (jenna.miller@stjohns.k12.fl.us)

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

Person Responsible	Jenna Miller (jenna.miller@stjohns.k12.fl.us)

4. Collect, review and analyze data as it relates to the measurable outcomes listed above. (Behavior Interventionist & Success Coach)

Person Responsible	Jenna Miller (jenna.miller@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.	Diagnostic and progress monitoring data as well as classroom and office disciplinary data will be used to help us monitor ESSA subgroups.

#6. Other 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.

Currently, 42% of our students fall below 90% attendance rate.

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

Our goal is to see less than 25% of our students with below 90% attendance.

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

Reports of attendance are pulled weekly by team members for discussion and problem solving at weekly MTSS meetings. Success Coach is reaching out to parents and students with attendance concerns.

Person responsible for monitoring outcome:

Drina Cohen (drina.cohen@stjohns.k12.fl.us)

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

MTSS and administrative teams monitor attendance to support problem-solving to address possible truancy concerns.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Team problem-solving sessions and follow-up can support addressing student attendance concerns before students experience academic concerns resulting from loss of instructional time.

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. Weekly MTSS and monthly administrative team meetings focus on a review of student attendance.

Person Responsible

Drina Cohen (drina.cohen@stjohns.k12.fl.us)

2. Success Coach, School counselor and Registrar monitor attendance and make calls to families when students miss 3 or more days.

Person Responsible

Drina Cohen (drina.cohen@stjohns.k12.fl.us)

3. School social worker and success coach follow truancy guidelines; contact families at designated numbers of absences.

Person Responsible

Drina Cohen (drina.cohen@stjohns.k12.fl.us)

4. Build in clubs of interest for students for Pack Power Hour to increase positive relationships between students and staff. All students will have a club to report to at least once a month.

Person Responsible

Ranata Wright (ranata.wright@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.

Progress monitoring of all students regarding attendance will help our team determine correlation between days missed and academic success/needs for additional interventions/supports.

#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 White students perform at 35% 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 6% to meet ESSA requirements.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Explicit direct instruction with opportunities for feedback and practice.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Explicit direct instruction (.57), feedback (.66) and practice (.79) all are research based strategies identified through Hattie's work as high impact for student achievement. These combined with research based curriculum materials will be utilized to impact student achievement. Standards-based instruction will also be utilized.

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 and math classes.	
Person Responsible	Sarah Esguerra (sarah.esguerra@stjohns.k12.fl.us)
2. Train and support Reading and Math teachers.	
Person Responsible	Paula Davis (paula.davis@stjohns.k12.fl.us)
3. Collect, analyze and review data on student progress in order to make instructional decisions (ILC and Administration)	
Person Responsible	Bonnie Curran (bonnie.curran@stjohns.k12.fl.us)
4. Targeted social/emotional promoted support from School Counselor and Behavior Interventionist.	
Person Responsible	Jenna Miller (jenna.miller@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.	Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.

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.

PBIS linked to classroom management strategies

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

Teacher data on PBIS points assigned to students will be monitored to determine correlation between number of referrals from teachers weekly.

Student Data will be pulled monthly to look at target areas in our MTSS meetings.

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

Data will be discussed in the PBIS collaborative team meetings and then presented at staff meetings. Description of our PBIS system will be in the newsletter along with monthly middle school and high school students highlighted.

PBIS Reward system will also be presented at our Title 1 Curriculum Night.

Quarterly celebrations will also be highlighted in the newsletter and on stage for the quarterly celebration in which parents are invited.

Describe how implementation will be progress monitored.

Data will be pulled weekly on teacher usage from the PBIS Rewards program by our behavior interventionist.
Data on student earnings will be pulled monthly from the PBIS Rewards program by our behavior interventionist.

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
Teacher data on PBIS points assigned to students will be monitored to determine correlation between number of referrals from teachers weekly.	
Student Data will be pulled monthly to look at target areas in our MTSS meetings.	
Student data discussed at MTSS for struggling students.	
Comparison of last year's data to this year's data in Administration meetings monthly	
Specific training for Tier 1 classroom management strategies implemented for all teachers.	
Monthly and Quarterly recognitions for students and staff and random cart store in the cafeteria for students to cash in their points. Wolf Pack Rewards set up for the year.	