St. Johns Technical High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

St. Johns Technical High School

2970 COLLINS AVE, St Augustine, FL 32084

www-sjths.stjohns.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To provide an individualized learning path in a student-centered environment through academic and vocational opportunities. Together, we build relationships, value diversity, and develop social and life skills.

Provide the school's vision statement.

We strive to create unique opportunities to guide our students toward personal success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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	Oversee the overall operations of the school, to ensure a safe campus and learning environment for all students. Work closely with administrative team and teachers to implement the school's vision and mission, as well as the SIP. (Collect, analyze and review data on student progress in order to make instructional decisions Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.)
Norwich, Melisa	Assistant Principal	Work closely with the school principal, administrative team, and staff to maintain a safe school. Assists with instructional leadership duties to create an atmosphere that enhances student learning. Functions as primary LEA for the school to provide appropriate services to students with disabilities. (Collect, analyze and review data on student progress in order to make instructional decisions Targeted social/emotional promoted support from School Counselor and Behavior Interventionist. Targeted intervention through Pack Power Hour, tutoring, and learning lunches. Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.)
Wright, Ranata	Registrar	Register all students, create the school's master schedule. Supervise the weekly academic intervention block to ensure all students are accurately placed by academic needs. (Appropriately schedule students in reading and math classes, Targeted intervention through Pack Power Hour, tutoring, and learning lunches.)
Miller, Jenna	Dean	To oversee the discipline of students on campus. To help ensure the safety and wellbeing of students. (Targeting and assigning students to Mentorship program Collecting funds and resources to supplement programs and initiatives Training students and staff on Character Counts! initiatives and PBIS Rewards Collect, review and analyze data as it relates to the measurable outcomes listed above. Targeted social/emotional promoted support from School Counselor and Behavior Interventionist.)
Cohen, Drina	Other	Facilitate the mentoring program for students. Plan for and implement school-based celebrations for students. Tracks data and meets with students for data chats that are part of our ESSA Subgroups. Works with students and families on attendance and truancy. (Targeting and assigning students to Mentorship program Collecting funds and resources to supplement programs and initiatives Training students and staff on Character Counts! initiatives and PBIS Rewards

Name	Position Title	Job Duties and Responsibilities
		Collect, review and analyze data as it relates to the measurable outcomes listed above.)
Clauson, Tracy	Instructional Coach	Plan, schedule, conduct and/or implement professional learning for teachers. Conduct coaching cycles with teachers to improve teaching and learning. Helps to plan and run the academic intervention block for students. (Professional Learning on high-yield strategies Coaching cycles with identified teachers Reviewing, modeling, and reflecting on Kagan structures. Train and support Reading and Math teachers. Collect, analyze and review data on student progress in order to make instructional decisions Diagnostic and progress monitoring data as well as classroom and district common formative assessment data will be used to help us monitor ESSA subgroups.)
Masters, Mason	Other	Targeting and assigning students to Mentorship program Collecting funds and resources to supplement programs and initiatives Training students and staff on Character Counts! initiatives and PBIS Rewards Collect, review and analyze data as it relates to the measurable outcomes listed above. Targeted social/emotional promoted support from School Counselor and Behavior Interventionist.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team administered a survey to students, parents, and school staff. The information collected in the survey was used to help create the SIP. Additionally, leadership meets with student leaders (Class President) as well as teacher leaders (Department Chairs). At SAC meetings, the SIP is discussed, the areas of focus, and data corresponding to it.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be discussed during monthly SAC meetings, during school based administrative meetings, faculty/staff meetings, and at PTO meetings. The school leadership team will reassess needs based on FAST PM data.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	48%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2017-18: C
School Improvement Rating History	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	17	31	48
One or more suspensions	0	0	0	0	0	0	0	13	26	39
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	2	5	7
Course failure in Math	0	0	0	0	0	0	0	2	5	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	18	28	46
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	15	17	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	8	15	18	104
One or more suspensions	0	0	0	0	0	0	8	12	24	73
Course failure in ELA	0	0	0	0	0	0	2	4	4	27
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	15	23	30	132
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	8	18	26	106

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	9
Students retained two or more times	0	0	0	0	0	0	4	5	2	18

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	8	15	18	41
One or more suspensions	0	0	0	0	0	0	8	12	24	44
Course failure in ELA	0	0	0	0	0	0	2	4	4	10
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	15	23	30	68
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	8	18	26	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	4
Students retained two or more times	0	0	0	0	0	0	4	5	2	11

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	22	71	50	13	74	51	13		
ELA Learning Gains				27			31		
ELA Lowest 25th Percentile				29			45		
Math Achievement*	14	61	38	12	50	38	19		
Math Learning Gains				32			29		
Math Lowest 25th Percentile				55			39		
Science Achievement*	29	86	64	27	70	40	21		
Social Studies Achievement*	52	82	66	31	59	48	42		
Middle School Acceleration	14			11	47	44			
Graduation Rate	91	94	89	90	84	61	92		
College and Career Acceleration	12	64	65	9	86	67	13		
ELP Progress		51	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	7
Percent Tested	94
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	31

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	90

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL				
AMI				
ASN				
BLK	27	Yes	4	2
HSP	24	Yes	2	2
MUL				
PAC				
WHT	42			
FRL	30	Yes	3	2

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	1	1
ELL				
AMI				
ASN				
BLK	26	Yes	3	1
HSP	29	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	35	Yes	1	
FRL	25	Yes	2	1

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	22			14			29	52	14	91	12	
SWD	15			12			21	54		9	6	
ELL												
AMI												
ASN												
BLK	15			5			8			6	5	
HSP	33			15							2	
MUL												
PAC												
WHT	21			18			50	61		20	6	
FRL	16			9			18	50	10	13	7	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	13	27	29	12	32	55	27	31	11	90	9	
SWD	8	25	31	8	29	57	25	21	17	92	6	
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	13	31	29	3	20	36	18	27		83	0	
HSP	18			9	60							
MUL												
PAC												
WHT	11	22	25	19	36	64	33	33		91	13	
FRL	8	26	40	10	31	54	26	21	11			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	13	31	45	19	29	39	21	42		92	13	
SWD	10	31	47	16	30	40	20	38		89	4	
ELL												
AMI												
ASN												
BLK	11	28	40	13	27	36	14	24		100	0	
HSP				0	30							
MUL												
PAC												
WHT	15	34	50	24	32	43	28	56		91	16	
FRL	11	32	50	15	26	40	23	33		92	9	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	25%	73%	-48%	50%	-25%
07	2023 - Spring	11%	69%	-58%	47%	-36%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	69%	-45%	47%	-23%
09	2023 - Spring	21%	70%	-49%	48%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	19%	66%	-47%	48%	-29%
08	2023 - Spring	22%	81%	-59%	55%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	16%	71%	-55%	44%	-28%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	78%	-68%	50%	-40%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	12%	67%	-55%	48%	-36%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	86%	-48%	63%	-25%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	82%	-34%	63%	-15%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance is Math Achievement of black students (3%). Student attendance, staffing, tier 1 instruction, and behavior were all contributing factors.

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

ELA Learning Gaines of lowest 25% of white students was the greatest decline from 50% to 25%. Student attendance, staffing, tier 1 instruction, and behavior were all contributing factors.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All students (12.3% proficient) in Mathematics compared to the state (53.1% proficient) had the greatest gap. Student attendance, staffing, tier 1 instruction, and behavior were all contributing factors.

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

Science Achievement scores grew in all subgroup areas and was our largest in the areas of students with disabilities and white students (+5%). Contributing factors were staffing and the improvement/ alignment of our science academy.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is a potential area of concern.

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

1. Improving Tier 1 Instruction to improve engagement and learning of students in all subgroups through professional learning, coaching and feedback from observations.
2. Providing teachers training in the area of high yield strategies to improve Tier 1 instruction.
3. Increasing learning gains in the area of ELA for all subgroups.
4. Increasing learning gains in the area of math for all subgroups.
5. Continue our implementation of PBIS.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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 be able to pull available resources from the community, apply for grants and seek business partnerships to purchase resources for the programs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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]

By When: On-going throughout the year.

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

Person Responsible: [no one identified]

By When: On-going throughout the year

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

Person Responsible: [no one identified]

By When: On-going throughout the year.

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

Person Responsible: [no one identified]

By When: on-going throughout the year

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An area of concern has been Tier 1 Instruction. We believe that our improvement of our Tier 1 instruction will improve student performance and engagement in all of our low-performing subgroups. We will use our additional reading teacher to create smaller reading classes to provide more individualized instruction according to the three strands (morphology, fluency, and phonics). The ILC will provide support with professional learning and use of resources such as Schoology, pacing maps, OneNote, Teams, and programs including Rewards, Achieve 3000, Wilson, and Just Words. Our ILC will also facilitate progress monitoring in our Intensive Reading classes.

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

By improving Tier 1 instruction student engagement will increase therefore decreasing classroom issues and behavior referrals. All subgroups will increase. White students will improve from 35% to 40%, Black/ African American students will improve from 26% to 31%, Hispanic students will improve from 29% to 34%, Economically Disadvantaged Students will improve from 25% to 30%, Students with Disabilities will improve from 29% to 34%.

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

This will be monitored through behavior data analysis. We will analyze classroom issue and behavior referral data year-to-year and month-to-month. We will also monitor teacher unit and lesson plans which should include high-yield strategies.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monthly professional learning opportunities will be provided for all instructional personnel. They will cover high-yield and engagement strategies. Teachers will also be provided support in creating unit and lesson plans which identify subgroups, accommodations, remediation, and enrichment.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Lack of bell-to-bell instruction leads to off task behaviors and an increase in classroom issues and behavior referrals.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Professional Learning on high-yield strategies

Person Responsible: Tracy Clauson (tracy.clauson@stjohns.k12.fl.us)

By When: Monthly

Coaching cycles with identified teachers

Person Responsible: Tracy Clauson (tracy.clauson@stjohns.k12.fl.us)

By When: End of first semester

Reviewing, modeling, and reflecting on Kagan structures.

Person Responsible: Tracy Clauson (tracy.clauson@stjohns.k12.fl.us)

By When: Monthly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Principal and Bookkeeper review school improvement funding allocation and provide it to the SAC Treasurer. The treasurer presents the school improvement funding allocation to the SAC for budget approval. The SAC provides staff with a funds request form to be filled out and submitted to SAC. Staff member attends SAC meeting and presents fund request. The SAC then approves/denies fund request.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

SJTHS plans to utilize the following means to disseminate information via school-based messenger service through emails and phone calls, school website, SAC Meetings, PTO Meetings, Title 1 Night, and Curriculum nights.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Teachers use Schoology to communicate daily class plans with students and families. Information is also posted on our school webpage. We often hold events on campus for students and families, these include

"So Tech and So Clean" where students can get school supplies, back to school haircuts, and nails. Through Title I night, we communicate with families the benefits of a Title I school. Also, based on a student and parent survey, one of our school goals this year is to use social media more as a platform to communicate with students and parents.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The reading data from state tests shows a clear need for more explicit reading instruction. With this in mind we have created a weekly Intervention Block. This block will be used to group students by similar reading needs/deficiencies and provide them with support in all areas of reading. In addition, we have community partners which provide afterschool tutoring and mentoring. Teachers and students have the opportunity to "lunch and learn" where students can remediate and retake assessments and seek extra help as needed. In addition to these, professional learning throughout the year will focus on high yield and engagement strategies to ensure students are learning from bell-to-bell and maximizing class time.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

SJTHS utilizes its Aquaculture and Culinary Academies to address motivation and support reading instruction. Our dual enrollment and bridge with First Coast Technical College also works in this capacity. The school's MTSS team works in conjunction with Student Services and our school counselor to ensure there are wrap around services if students need clothing, housing through the ASSIT program, or food/toiletries. Attendance is closely monitored through the MTSS process.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school counselor is an integral part of our MTSS team and works closely with the team on mental health referrals, and providing supports for students such as mentors, school social workers, and counseling. She also works closely with families to ensure that we are aware of outside services being provided.t

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We provide a Career Exploration class for our 8th graders in which they participate in classroom activities, field trips to observe different programs at First Coast Technical College, Career fairs and visits to colleges and businesses. We also provide these opportunities for our 9-12th grade students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

This year we will continue to develop and grow the framework for positive behavior intervention systems (PBIS). This includes a system where students can earn, track, and spend points for positive behaviors. The behavior specialist will monitor schoolwide behavior trends and work with the instructional literacy coach to make sure teachers have the necessary tools to support students. The MTSS/RtI team reviews student data and develops plans according to what each student needs to be successful in the classroom.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

This year we are offering monthly professional learning opportunities to focus on high-yield instructional strategies. We will focus specifically on Marzano's nine strategies to include identifying similarities and differences, cooperative learning, setting goals and providing feedback. Also, our state testing data showed the need for another instructional reading position. With this position the goal is to lower class sizes and provide more individualized instruction in the area of reading.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not Applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				$68,351.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	100	0033 - St. Johns Technical High School	UniSIG		$68,351.00
			Notes: Position for a Reading Teacher to be hired to help lower class sizes and allow for more differentiated small group instruction.			
					Total:	$68,351.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No