

St. Johns County School District

St. Augustine High School



2017-18 School Improvement Plan

St. Augustine High School

3205 VARELLA AVE, St Augustine, FL 32084

<http://www-sahs.stjohns.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	44%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for St. Augustine High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

SAHS will prepare all students for college and careers through rigorous and diverse programs of study which inspire good character and individual talents and abilities via an accepting and rewarding environment.

b. Provide the school's vision statement

Jacket Pride: Trust. Teamwork. Tenacity. Triumph... Tradition

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Capturing Kids' Hearts-first week of school class activities.
Character Counts!
Victory with Honor
LinkCrew Freshman Transition
Kagan Strategies

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

First week of school grade level assemblies
Character Counts! awareness
Capturing Kids' Hearts Social Contracts
LinkCrew Activities
Interscholastic Clubs and Sports
Communication- Daily Buzz, Student Planner
AVID

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Grade Level Assemblies
Student Code of Conduct/SAHS Planner
Level System based on progressive behavior

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

STING-Mentor Program
MTSS- Intervention Team
Guidance Counselors
Educational Support Coordinator
Mental Health Counselor
AVID

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

- St. Augustine High School has an attendance Dean that identifies students that miss below 90 percent as well as monitors students that miss several consecutive days.
- Guidance counselors, Case Managers, as well as teachers monitor students that are failing any classes throughout the year. Students that have been identified are shared with the guidance department.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	84	97	103	117	401
One or more suspensions	0	0	0	0	0	0	0	0	0	0	73	59	65	45	242
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	41	76	72	82	271
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	95	64	61	20	240

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	79	84	80	67	310

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The STING mentoring program identifies students from the early warning system, and then pairs them with a teacher mentor to help them with academic performance. INSPIRE Mentoring Program...

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

St. Augustine High School has a Parent Teacher Organization that works with the teachers to help with several events throughout the year. We encourage parents to attend events, communicate with teachers and staff, and be engaged participants in their child's academic needs.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We build business partnerships to sustain our financial and volunteer resources. Booster programs and clubs reach out for community support through their volunteer and leadership organizations.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Graham, DeArmas	Principal
Brown, Earl	Registrar
Brown, Travis	Assistant Principal
Lee, Jill	Assistant Principal
Maltby, Katie	Other
Hazel, Mike	Other
Holland, Jeff	Other
McCall, Erica	Other
Raimann, Parker	Other
Ray, Wanda	Dean
Crespo, Alberto	Dean

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The MTSS team will meet every Monday at 2:15 PM to focus on executing the mission of “making every day count.” Meeting agendas will include the review of academic data at grade and classroom levels to identify students who are at moderate or high risk for not meeting benchmarks, as well as those who have reached or exceed benchmarks. Using this information, the team will identify the best use of time for professional development, support the sharing of best practices, evaluate and reflect on all practices, and provide school-wide instructional support as needed.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

At Saint Augustine High School, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Principal (DeArmas Graham): The principal will provided a common vision for the School Success Team by structuring the use of data-based decision-making and ensuring that the school-based team is implementing Rtl. She will also conduct assessments of Rtl skills of school staff, to ensure implementation of intervention support and documentation and adequate professional development. Regular communication with parents regarding school-based Rtl plans and activities will take place through the school website, newsletter, and School Advisory Council meetings.

Attendance Dean (Wanda Ray): The Dean of attendance uses several methods to promote and encourage student attendance. She works hand-in-hand with the Principal, district office, sheriff's department, and parents to monitor data collection methods.

Amy Arnow: Attendance Dean and Educational Diagnostician:primary role is to make sure students have a safe home life in order they may focus on school. Amy also handles attendance issues and communicate with parents and teachers.

Exceptional Student Education (ESE) Coordinator (Jill Lee): This coordinator will maintain the procedural safeguards required by law with respect to students, staffing, and IEPs.

Guidance Department Chairs (Majorie Benett & Cammy Barber): Academic coursework begins and ends with Guidance Department. As department chair, she works closely with academic department chairs to schedule student's classes designed to develop successful habits. Additionally, the Guidance Department is instrumental with parent communication through the primary method of conferences, as well as the critical link of personal communication between guidance counselor and student.

Katie Maltby: The Career Specialist is responsible for developing, maintaining, and growing the Career Academies. She works closely with guidance and students in creating schedules that are conducive to a college track, including dual-enrollment through St. Johns River Community College.

Title II district allocation will be coordinated with other high school initiatives. SAI money has been allocated and a submitted plan approved by the district to fund a Reading Teacher salary and the read 180 program. School recognition money was allocated by SAC to fund the Jacket Prep after school program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Bradley Sohn	Teacher
DeArmas Graham	Principal
Jeffrey Lineville	Education Support Employee
Nancy Cheung	Student
Riley Wills	Student
Jennifer Wills	Business/Community
Thanh Bauger	Parent
Kathy Weed	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year the school improvement plan was focused on:

1. Attendance
2. Proficiency in writing
3. College and Career readiness

The school made improvements on each of the goals and determined that we needed to change the achievement gap goal to attendance. But, we collaboratively felt that we should continue to work on writing and producing students that are college and career ready.

b. Development of this school improvement plan

The development was a collaborative effort. The school leadership team asked departments to give feedback on the goals for the school.

c. Preparation of the school's annual budget and plan

Collaboration between the St. Johns County School District and the administration team on the school site.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The funds will be used to support the goals SAHS has in the SIP. Recognition money from previous years will support the Jacket Prep Program estimated at \$14,500, SAI money will purchase an additional reading teacher, salary approximately \$60,000 and Read 180 program needs, approximately \$13,000.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, Travis	Assistant Principal
Rimel, Terry	Other
Beaman, Michael	Teacher, K-12
Benyacko, Scott	Teacher, K-12
Busey, Rebecca	Teacher, ESE
Esguerra, Robert	Teacher, K-12
Graham, DeArmas	Principal
Hernandez, Dinah	Teacher, K-12
Isicoff, Carla	Teacher, K-12
Johnston, Clark	Teacher, K-12
Lee, Jill	Assistant Principal
Maltby, Katie	Other
Crespo, Alberto	Dean
Ray, Wanda	Dean
Brown, Earl	Registrar
Snell, Nancy	Instructional Coach
Herrera-West, Rachael	Teacher, K-12
Raimann, Parker	Other
Bennet, Marjorie	Guidance Counselor
Holland, Tracy	Teacher, ESE
Kemp, Tiffany	Teacher, K-12
Smith, Susan	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT will focus on implementing WICOR (Writing, Inquiry Based Instruction, Collaboration, Organization, and Reading) school-wide. Specifically, they will design and implement staff training so all teachers, despite their content area, can implement WICOR & literacy strategies through the curriculum.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

This year's plan is Great Teaching. The PLC is for collaboration within teachers that teach the same material. Staff development and mentoring is prevalent with new teachers each receiving a mentor. An open door policy is allowed as all teachers are encouraged to visit great teaching around the school in other teachers' classrooms.

The PLC teams will work towards student engagement and reading and writing strategies to implement in the classroom.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Utilization of district AppliTrack program
2. Mentoring Program
3. Focus on providing rigorous and relevant programs of study
4. Provide quality staff development through personal learning communities

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New Teacher:

Alex McKean – Art Mentor: Susan Smith

Brittany Edwards – Social Studies Mentor: Billy Richardson

Megan Young – English Mentor: Tiffany Kemp

Becci Smith (Start date 9/8) – Math Mentor: Clark Johnston

Alejandro Nunez – Science Mentor: Carla Isicoff

Cammy Barber – Guidance Mentor: Marjorie Bennett

Susan Smith – ESE Self-Contained Mentor: Tracy Holland

William Stansell – Reading: Mentor: Nancy Snell

Charliemae Davis – Reading Mentor: Nancy Snell

Rationale: All the new teachers were paired with a mentor that shared a common subject area.

Planned Activities: New teacher planning, monthly meetings, and shared planning opportunities throughout the year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

St. Augustine High School uses End of Course Exams and the Florida State Assessment data to facilitate instruction. Teachers are monitoring the data from these tests to drive their instruction within the classroom. We also utilize the AVID and Kagan Strategies to help students that may have difficulty attaining a proficient score on a state assessment.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,600

Jacket Prep is an intervention strategy that is conducted every Wednesday after school for 1 hour. All students are welcome to receive subject area tutoring with instructors or help with upcoming projects and papers.

Strategy Rationale

To help meet the needs of students struggling within their core academic classes.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McCarthy-Jensen, Donna, donna.mccarthy-jensen@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance is taken during every tutoring session. The attendance records are then cross-referenced with FSA and EOC results to determine effectiveness of the intervention.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students that are incoming freshman are assigned a student mentor at SAHS. The program that SAHS is using is LINK Crew for monitoring transitions from one school to another and one grade to another.

We also have the "Sting" mentor program for target students that are identified as needed extra mentoring. Teacher mentor these students throughout their 4 years at SAHS. This is monitored by Wanda Ray.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students play an active role in creating a schedule that aligns to individual academic and career goals. Each student is required to meet with his/her designated counselor to ensure these decisions are the most conducive to reaching personal goals. Katie Maltby, the Career Specialist, also plays an active role in creating schedules for students involved in the career academies, including dual-enrollment options.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

In conjunction with the six Career Academies at our school, learning cohorts have been established to create relevance to students' future goals and to allow collaborative units to highlight the many relationships between content areas. Multiple electives will be offered to students not in an academy, including an executive internship option, allowing students to receive credit while out in the workforce. In addition, professional learning communities will focus on the creation of engaging learning experiences to provide learning opportunities in a real-world context. Many students will receive reading remediation through the content area. We currently have English teachers and a Math teacher offering this integrated course.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We have several academy programs that students have available to prepare them for a career. For example, the teaching academy and the aerospace academy. Within these courses students are not only learning core material, but also learning career specific knowledge.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

We would like for the graduation rate to increase and for more students to be college ready, therefore students who typically exceed standards will be encouraged to participate in the AVID, AICE program or take advantage of Dual Enrollment and Advance Placement opportunities. The Students Services department will continuously share information regarding Bright Futures and other available scholarships. AVID will also increase the likelihood of students that could be college bound reach their potential, encourage academic success, and apply for college.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** SAHS will improve the percentage of Students who are proficient on the U.S. History End of Course Exam.
- G2.** SAHS will improve the percentage of Students who are proficient on the Biology End of Course Assessment
- G3.** SAHS will improve the graduation rate.
- G4.** SAHS will increase the percentage of students who are proficient in reading and writing.
- G5.** SAHS will increase the percentage of students who will be proficient in math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. SAHS will improve the percentage of Students who are proficient on the U.S. History End of Course Exam. 1a

G091564

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	83.0

Targeted Barriers to Achieving the Goal 3

- Underutilized best practice

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC groups
- Jacket Prep

Plan to Monitor Progress Toward G1. 8

Analyze Data from District exams

Person Responsible

Travis Brown

Schedule

On 1/31/2018

Evidence of Completion

Data from common formative and summative assessments throughout the year will be referenced. Data from the district exam will also be analyzed to determine if growth is being achieved.

G2. SAHS will improve the percentage of Students who are proficient on the Biology End of Course Assessment 1a

G091563

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Underutilized best practice
- Students in the lower 25% may be reading below grade level

Resources Available to Help Reduce or Eliminate the Barriers 2

- Jacket Prep
- End of Course Exam Courses
- Public Learning Communities PLCs

Plan to Monitor Progress Toward G2. 8

Data that is collected from common formative and district assessments

Person Responsible

Travis Brown

Schedule

Semiannually, from 9/16/2017 to 5/28/2018

Evidence of Completion

Data is going to be collected and available through data dashborad

G3. SAHS will improve the graduation rate. 1a

G088736

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Targeted Barriers to Achieving the Goal 3

- History of Low Achievement
- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mentoring
- Guidance Counselors
- MTSS Team for Attendance/ Discipline
- Community Education (for parents)
- LINK Crew
- AVID

Plan to Monitor Progress Toward G3. 8

Analyze data and progress monitoring

Person Responsible

Wanda Ray

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

The attendance rate will improve

G4. SAHS will increase the percentage of students who are proficient in reading and writing. 1a

G088737

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	61.0

Targeted Barriers to Achieving the Goal 3

- Teacher Collaboration

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC groups for teacher Professional development
- Time for teacher collaboration
- ILC to coach teachers
- Achieve 3000

Plan to Monitor Progress Toward G4. 8

Analyze Data on Common Formative and Summative assessments from PLC teams and progress monitoring

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Increase scores on reading and writing assessments.

G5. SAHS will increase the percentage of students who will be proficient in math. 1a

G088738

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	55.0
Geometry EOC Pass Rate	62.0

Targeted Barriers to Achieving the Goal 3

- Low Reading/ Math Skills
- Underutilized best practice

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mentoring
- Guidance on College- rediness
- AVID
- LINK Crew
- Jacket Prep Tutoring
- Common Planing
- PLC Teams

Plan to Monitor Progress Toward G5. 8

PERT, EOC, and District Formative Data

Person Responsible

Nancy Snell

Schedule

Semiannually, from 9/16/2016 to 5/18/2017

Evidence of Completion

Reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.


Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. SAHS will improve the percentage of Students who are proficient on the U.S. History End of Course Exam.

1

 G091564

G1.B2 Underutilized best practice **2**

 B245056

G1.B2.S1 Professional Development and Common Planning for teachers to collaborate within Public Learning Communities to share best practices. [copy] **4**

 S258909

Strategy Rationale

To enhance reading and writing across the curriculum

Action Step 1 **5**

Common History PLCs will focus most important standards strategies for all teachers

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

PLC attendance logs, teacher artifacts

Plan to Monitor Fidelity of Implementation of G1.B.2.S1 6

Review PLC attendance and participation
Conduct classroom observations

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Classroom observation logs will show increase standards understanding in classrooms.

Plan to Monitor Effectiveness of Implementation of G1.B.2.S1 7

Data on district exams
Data on common formative and summative assessments

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Teacher artifacts, teacher evaluations, FSA results

G2. SAHS will improve the percentage of Students who are proficient on the Biology End of Course Assessment 1

G091563

G2.B1 Underutilized best practice 2

B245405

G2.B1.S1 Professional Development and Common Planning for teachers to collaborate within Public Learning Communities to share best practices. 4

S258900

Strategy Rationale

To enhance reading and writing across the curriculum

Action Step 1 5

Biology PLC as well as subject areas PLC's will focus on standards as well as teaching strategies.

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

PLC attendance logs, teacher artifacts

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review PLC attendance and participation
Conduct classroom observations
Common Formative and Summative assessments

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Common formative and summative assessment scores as well as plc minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data on district exams
Data from common formative and summative assessments

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Teacher artifacts, teacher evaluations, common formative and summative assessments

G2.B3 Students in the lower 25% may be reading below grade level 2

 B245407

G2.B3.S1 Jacket Prep Tutoring 4

 S258904

Strategy Rationale

This allows extra instructional time and support for students

Action Step 1 5

Provide 1 hour of after school tutoring through Jacket Prep funded by the prior year budget line.

Person Responsible

Nancy Snell

Schedule

Weekly, from 9/16/2016 to 5/18/2017

Evidence of Completion

Keep Attendance, Schedule of sessions

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor attendance and student engagement

Person Responsible

Nancy Snell

Schedule

On 5/18/2017

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Analyze Data from Biology FSA results

Person Responsible

Travis Brown

Schedule

On 5/18/2017

Evidence of Completion

Report

G3. SAHS will improve the graduation rate. 1

G088736

G3.B8 Attendance 2

B236092

G3.B8.S1 MTSS/RTI will closely monitor students with poor attendance. 4

S248889

Strategy Rationale

To identify students that are repeatedly absent

Action Step 1 5

Monitoring absent students

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Completion of minutes of the meetings

Plan to Monitor Fidelity of Implementation of G3.B8.S1 6

Conducting logs of students who have been contacted for attendance issues

Person Responsible

Wanda Ray

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Records from the logs

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 7

Analyze progress monitoring data/ attendance data

Person Responsible

Wanda Ray

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Student contact logs

G4. SAHS will increase the percentage of students who are proficient in reading and writing. 1

G088737

G4.B1 Teacher Collaboration 2

B236094

G4.B1.S1 Professional Development and Common Planning for teachers to collaborate within Public Learning Communities to share best practices. 4

S248890

Strategy Rationale

To enhance reading and writing across the curriculum

Action Step 1 5

Reading and writing PLC as well as subject areas PLC's will focus on reading and writing strategies for all teachers

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

PLC attendance logs, teacher artifacts

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review PLC attendance and participation
Conduct classroom observations

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Classroom observation logs will show increase writing in the classrooms.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Data on district writing prompts

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Teacher artifacts, teacher evaluations, FSA writing/ reading scores

G5. SAHS will increase the percentage of students who will be proficient in math. 1

G088738

G5.B5 Low Reading/ Math Skills 2

B236102

G5.B5.S1 Jacket Prep Tutoring 4

S248892

Strategy Rationale

This allows extra instructional time and support for students

Action Step 1 5

Provide 1 hour of after school tutoring through Jacket Prep funded by the prior year budget line.

Person Responsible

Nancy Snell

Schedule

Weekly, from 9/16/2016 to 5/18/2017

Evidence of Completion

Keep Attendance, Schedule of sessions

Plan to Monitor Fidelity of Implementation of G5.B5.S1 6

Monitor attendance and student engagement

Person Responsible

Nancy Snell

Schedule

On 5/18/2017

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of Implementation of G5.B5.S1 7

Analyze Data from Algebra 1 and Geometry FSA results

Person Responsible

Travis Brown

Schedule

On 5/18/2017

Evidence of Completion

Data from FSA results

G5.B6 Underutilized best practice 2

 B245621

G5.B6.S1 Professional Development and Common Planning for teachers to collaborate within Public Learning Communities to share best practices. [copy] 4

 S258908

Strategy Rationale

To enhance reading and writing across the curriculum

Action Step 1 5

Common math PLCs as well as subject areas PLC's will focus on reading and writing strategies for all teachers

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

PLC attendance logs, teacher artifacts

Plan to Monitor Fidelity of Implementation of G5.B6.S1 6

Review PLC attendance and participation
Conduct classroom observations

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Classroom observation logs will show increase standard proficiency classrooms.

Plan to Monitor Effectiveness of Implementation of G5.B6.S1 7

Data on district semester exams
data on common formative and summative assessments

Person Responsible

Travis Brown

Schedule

Monthly, from 8/10/2016 to 5/25/2017







Evidence of Completion

Teacher artifacts, teacher evaluations, FSA Algebra 1 and Geometry scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G5.B5.S1.A1 A324696	Provide 1 hour of after school tutoring through Jacket Prep funded by the prior year budget line.	Snell, Nancy	9/16/2016	Keep Attendance, Schedule of sessions	5/18/2017 weekly
G2.B3.S1.A1 A340515	Provide 1 hour of after school tutoring through Jacket Prep funded by the prior year budget line.	Snell, Nancy	9/16/2016	Keep Attendance, Schedule of sessions	5/18/2017 weekly
G2.B3.S1.MA1 M360325	Monitor attendance and student engagement	Snell, Nancy	9/16/2016	Attendance logs	5/18/2017 one-time
G2.B3.S1.MA1 M360324	Analyze Data from Biology FSA results	Brown, Travis	9/16/2016	Report	5/18/2017 one-time
G5.MA1 M338977	PERT, EOC, and District Formative Data	Snell, Nancy	9/16/2016	Reports	5/18/2017 semiannually
G5.B5.S1.MA1 M338976	Monitor attendance and student engagement	Snell, Nancy	9/16/2016	Attendance logs	5/18/2017 one-time
G5.B5.S1.MA1 M338975	Analyze Data from Algebra 1 and Geometry FSA results	Brown, Travis	9/16/2016	Data from FSA results	5/18/2017 one-time
G3.B8.S1.A1 A324694	Monitoring absent students		8/10/2016	Completion of minutes of the meetings	5/25/2017 weekly
G4.B1.S1.MA1 M338972	Data on district writing prompts	Brown, Travis	8/10/2016	Teacher artifacts, teacher evaluations, FSA writing/ reading scores	5/25/2017 monthly
G4.B1.S1.MA1 M338973	Review PLC attendance and participation Conduct classroom observations	Brown, Travis	8/10/2016	Classroom observation logs will show increase writing in the classrooms.	5/25/2017 monthly
G4.B1.S1.A1 A324695	Reading and writing PLC as well as subject areas PLC's will focus on reading and writing strategies...	Brown, Travis	8/10/2016	PLC attendance logs, teacher artifacts	5/25/2017 monthly
G3.B8.S1.MA1 M338970	Conducting logs of students who have been contacted for attendance issues	Ray, Wanda	8/10/2016	Records from the logs	5/25/2017 weekly
G3.B8.S1.MA1 M338969	Analyze progress monitoring data/ attendance data	Ray, Wanda	8/10/2016	Student contact logs	5/25/2017 weekly
G1.B2.S1.MA1 M360340	Data on district exams Data on common formative and summative assessments	Brown, Travis	8/10/2016	Teacher artifacts, teacher evaluations, FSA results	5/25/2017 monthly
G2.B1.S1.MA1 M360319	Data on district exams Data from common formative and summative assessments	Brown, Travis	8/10/2016	Teacher artifacts, teacher evaluations, common formative and summative assessments	5/25/2017 monthly
G2.B1.S1.MA1 M360320	Review PLC attendance and participation Conduct classroom observations Common Formative and...	Brown, Travis	8/10/2016	Common formative and summative assessment scores as well as plc minutes	5/25/2017 monthly
G2.B1.S1.A1 A340510	Biology PLC as well as subject areas PLC's will focus on standards as well as teaching strategies.	Brown, Travis	8/10/2016	PLC attendance logs, teacher artifacts	5/25/2017 monthly
G4.MA1 M338974	Analyze Data on Common Formative and Summative assessments from PLC teams and progress monitoring	Brown, Travis	8/10/2016	Increase scores on reading and writing assessments.	5/25/2017 monthly
G3.MA1 M338971	Analyze data and progress monitoring	Ray, Wanda	8/10/2016	The attendance rate will improve	5/25/2017 weekly
G1.B2.S1.MA1 M360341	Review PLC attendance and participation Conduct classroom observations	Brown, Travis	8/10/2016	Classroom observation logs will show increase standards understanding in classrooms.	5/25/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B6.S1.MA1  M360338	Data on district semester exams data on common formative and summative assessments	Brown, Travis	8/10/2016	Teacher artifacts, teacher evaluations, FSA Algebra 1 and Geometry scores	5/25/2017 monthly
G5.B6.S1.MA1  M360339	Review PLC attendance and participation Conduct classroom observations	Brown, Travis	8/10/2016	Classroom observation logs will show increase standard proficiency classrooms.	5/25/2017 monthly
G5.B6.S1.A1  A340520	Common math PLCs as well as subject areas PLC's will focus on reading and writing strategies for...	Brown, Travis	8/10/2016	PLC attendance logs, teacher artifacts	5/25/2017 monthly
G1.B2.S1.A1  A340523	Common History PLCs will focus most important standards strategies for all teachers	Brown, Travis	8/10/2016	PLC attendance logs, teacher artifacts	5/25/2017 monthly
G1.MA1  M360342	Analyze Data from District exams	Brown, Travis	1/4/2018	Data from common formative and summative assessments throughout the year will be referenced. Data from the district exam will also be analyzed to determine if growth is being achieved.	1/31/2018 one-time
G2.MA1  M360322	Data that is collected from common formative and district assessments	Brown, Travis	9/16/2017	Data is going to be collected and available through data dashborad	5/28/2018 semiannually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. SAHS will improve the percentage of Students who are proficient on the U.S. History End of Course Exam.

G1.B2 Underutilized best practice

G1.B2.S1 Professional Development and Common Planning for teachers to collaborate within Public Learning Communities to share best practices. [copy]

PD Opportunity 1

Common History PLCs will focus most important standards strategies for all teachers

Facilitator

Administration and ILC

Participants

Teachers and support personnel

Schedule

Monthly, from 8/10/2016 to 5/25/2017

G2. SAHS will improve the percentage of Students who are proficient on the Biology End of Course Assessment

G2.B1 Underutilized best practice

G2.B1.S1 Professional Development and Common Planning for teachers to collaborate within Public Learning Communities to share best practices.

PD Opportunity 1

Biology PLC as well as subject areas PLC's will focus on standards as well as teaching strategies.

Facilitator

Administration and ILC

Participants

Teachers and support personnel

Schedule

Monthly, from 8/10/2016 to 5/25/2017

G4. SAHS will increase the percentage of students who are proficient in reading and writing.

G4.B1 Teacher Collaboration

G4.B1.S1 Professional Development and Common Planning for teachers to collaborate within Public Learning Communities to share best practices.

PD Opportunity 1

Reading and writing PLC as well as subject areas PLC's will focus on reading and writing strategies for all teachers

Facilitator

Administration and ILC

Participants

Teachers and support personnel

Schedule

Monthly, from 8/10/2016 to 5/25/2017

G5. SAHS will increase the percentage of students who will be proficient in math.

G5.B6 Underutilized best practice

G5.B6.S1 Professional Development and Common Planning for teachers to collaborate within Public Learning Communities to share best practices. [copy]

PD Opportunity 1

Common math PLCs as well as subject areas PLC's will focus on reading and writing strategies for all teachers

Facilitator

Administration and ILC

Participants

Teachers and support personnel

Schedule

Monthly, from 8/10/2016 to 5/25/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G3. SAHS will improve the graduation rate.

G3.B8 Attendance

G3.B8.S1 MTSS/RTI will closely monitor students with poor attendance.

TA Opportunity 1

Monitoring absent students

Facilitator

Amy Arnow, Dean Wanda Ray, and Jill Lee

Participants

MTSS team

Schedule

Weekly, from 8/10/2016 to 5/25/2017

VII. Budget

1	G1.B2.S1.A1	Common History PLCs will focus most important standards strategies for all teachers				\$1,500.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
		0181 - St. Augustine High School	Other		\$1,250.00	
<i>Notes: Administration discretionary funds</i>						
		0181 - St. Augustine High School	School Improvement Funds		\$250.00	
2	G2.B1.S1.A1	Biology PLC as well as subject areas PLC's will focus on standards as well as teaching strategies.				\$1,500.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
		0181 - St. Augustine High School	Other		\$1,250.00	
<i>Notes: Administration discretionary funds</i>						
		0181 - St. Augustine High School	School Improvement Funds		\$250.00	

3	G2.B3.S1.A1	Provide 1 hour of after school tutoring through Jacket Prep funded by the prior year budget line.				\$7,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0181 - St. Augustine High School	Other		\$3,250.00
<i>Notes: Principal Discretionary Fund</i>						
			0181 - St. Augustine High School	School Improvement Funds		\$4,000.00
4	G3.B8.S1.A1	Monitoring absent students				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			\$0.00
			District-Wide	Other		\$15,000.00
<i>Notes: SAR-District Generated</i>						
5	G4.B1.S1.A1	Reading and writing PLC as well as subject areas PLC's will focus on reading and writing strategies for all teachers				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0181 - St. Augustine High School	Other		\$1,250.00
<i>Notes: Administration discretionary funds</i>						
			0181 - St. Augustine High School	School Improvement Funds		\$250.00
6	G5.B5.S1.A1	Provide 1 hour of after school tutoring through Jacket Prep funded by the prior year budget line.				\$7,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0181 - St. Augustine High School	Other		\$3,250.00
<i>Notes: Principal Discretionary Fund</i>						
			0181 - St. Augustine High School	School Improvement Funds		\$4,000.00
7	G5.B6.S1.A1	Common math PLCs as well as subject areas PLC's will focus on reading and writing strategies for all teachers				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0181 - St. Augustine High School	Other		\$1,250.00
<i>Notes: Administration discretionary funds</i>						

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			0181 - St. Augustine High School	School Improvement Funds		\$250.00
Total:						\$35,500.00