

St. Augustine High School

3205 VARELLA AVE, St Augustine, FL 32084

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	43%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	26%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**Preliminary 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 was approved by the St. Johns County School Board on 10/7/2015.

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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

Provide the school's vision statement

SAHS students will be college and career ready upon graduation.

School Environment

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

Capture Kids Heart-first week of school class activities.
Character Counts
Victory with Honor
LinkCrew Freshman Transition

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
Capture Kids Hearts Social Contracts
LinkCrew Activities
Interscholastic Clubs and Sports
Communication- Daily Buzz, Student Planner

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

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

We would like parents to attend events, communicate with teachers and staff, and be engaged participants in their child's academic needs.

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 be able to have financial and volunteer resources. Booster programs and clubs reach out for community support through their volunteer and leadership organizations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Graham, DeArmas	Principal
Bozeman, Kristin	Assistant Principal
Mastoridis, George	Assistant Principal

Duties

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 9:30 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.

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 Logan): 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: Educational Diagnostician:primary role is to make sure students have a safe home life in order they may focus on school.

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

Guidance Department Chair (Kristine Novelty): 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, maintain, 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bradley Sohn	Teacher
Kathy Hensel	Parent
Patty Crum	Parent
Rachael Herrera West	Teacher
Rosemarie Nielen de Raadt	Parent
Riley Wills	Student
DeArmas Graham	Principal
Alan Bratic	Parent
Eileen Whittaker	Parent
Jeffrey Lineville	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Last year the school improvement plan was to focus in on:

1. Closing the achievement gap between subgroups.
2. Proficiency in writing
3. College and Career readiness

The school made improvements on each to 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.

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.

Preparation of the school's annual budget and plan

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

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 \$13,500, SAI money will purchase an additional reading teacher, salary approximately \$60,000 and Read 180 program needs, approximately \$13,000.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
McCarthy-Jensen, Donna	Instructional Coach
Bozeman, Kristin	Assistant Principal
Baker, Robert	Teacher, K-12
O'steen, Debbie	Teacher, K-12
Rimel, Terry	Other
Snell, Nancy	Teacher, K-12
Ways, Cathy	Teacher, K-12
Cullipher, Daryl	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

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

New Teacher Mentor
Kelley Ringwood
Kilpatrick Holleman
Love Busey
Tiner Busey
Wampler Kennen
Terrell Cullipher
Trujillo McCarthy-Jensen

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) 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 PLCs 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, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system 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 elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, 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 each quarter 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 for the highest level student mastery of the Florida Standards.

Instructional Strategies

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. Teachers are monitoring the data from these tests to drive their instruction within the classroom.

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:

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

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.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 thier 4 years at SAHS. This is monitored by Wanda Logan.

College and Career Readiness

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.

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 five 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 externship 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.

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 knowlege.

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

According to the 2013 High School Feedback Report, 70.2% of students in the district completed a college prep curriculum as compared to the 63% for the state. We would like for this number to continue to improve and 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.

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 attendance for students success
- G2.** SAHS will increase the percentage of students who are proficient in reading and writing.
- G3.** SAHS will increase the percentage of students who are college ready upon graduation.

Strategic Goals Detail

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

G1. SAHS will improve attendance for students success 1a

G069034

Targets Supported 1b

Indicator	Annual Target
Attendance rate	92.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- School Environment

Plan to Monitor Progress Toward G1. 8

Analyze data and progress monitoring

Person Responsible

Kristin Bozeman

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Evidence of Completion

The attendance rate will improve

G2. SAHS will increase the percentage of students who are proficient in reading and writing. 1a

G069035

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	63.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge

Plan to Monitor Progress Toward G2. 8

Analyze data from progress monitoring, classroom assessments, PLC's

Person Responsible

Kristin Bozeman

Schedule

Monthly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Increase scores on reading and writing assessments.

G3. SAHS will increase the percentage of students who are college ready upon graduation. 1a

G069036

Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	75.0

Resources Available to Support the Goal 2

- Mentoring
- Guidance on College- rediness
- AVID
- LINK Crew
- Jacket Prep Tutoring

Targeted Barriers to Achieving the Goal 3

- Low Reading/ Math Skills

Plan to Monitor Progress Toward G3. 8

PERT, EOC, and District Formative Data

Person Responsible

Bradley Sohn

Schedule

On 5/18/2016

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 attendance for students success **1**

 G069034

G1.B8 School Environment **2**

 B179396

G1.B8.S1 MTSS will closely monitor students with poor attendance. **4**

 S190728

Strategy Rationale

To identify students that are repeatedly absent

Action Step 1 **5**

Monitoring absent students

Person Responsible

amy arnow

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Completion of minutes of the meetings

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Conducting logs of students who have been contacted for attendance issues

Person Responsible

amy arnow

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Records from the logs

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Analyze progress monitoring data/ attendance data

Person Responsible

amy arnow

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Student contact logs

G2. SAHS will increase the percentage of students who are proficient in reading and writing. 1

G069035

G2.B1 Teacher knowledge 2

B179397

G2.B1.S1 Professional Development 4

S190729

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

Kristin Bozeman

Schedule

Monthly, from 8/10/2015 to 5/25/2016

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

Person Responsible

Kristin Bozeman

Schedule

Monthly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Classroom observation logs will show increase writing in the classrooms.

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

Data on district writing prompts
FAIR Testing

Person Responsible

Donna McCarthy-Jensen

Schedule

Monthly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Teacher artifacts, teacher evaluations, FSA writing/ reading scores

G3. SAHS will increase the percentage of students who are college ready upon graduation. 1

 G069036

G3.B5 Low Reading/ Math Skills 2

 B179404

G3.B5.S1 Jacket Prep Tutoring 4

 S190730

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

Donna McCarthy-Jensen

Schedule

Weekly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Keep Attendance, Schedule of sessions

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Monitor attendance and student engagement

Person Responsible

Bradley Sohn

Schedule

On 5/18/2016

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Monitors the grades and GPA of all Jacket Prep attendees

Person Responsible

Bradley Sohn

Schedule

On 5/18/2016

Evidence of Completion

Report

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.A1	Monitoring absent students	arnow, amy	8/10/2015	Completion of minutes of the meetings	5/25/2016 weekly
G2.B1.S1.A1	Reading and writing PLC as well as subject areas PLC's will focus on reading and writing strategies for all teachers	Bozeman, Kristin	8/10/2015	PLC attendance logs, teacher artifacts	5/25/2016 monthly
G3.B5.S1.A1	Provide 1 hour of after school tutoring through Jacket Prep funded by the prior year budget line.	McCarthy-Jensen, Donna	9/16/2015	Keep Attendance, Schedule of sessions	5/18/2016 weekly
G1.MA1	Analyze data and progress monitoring	Bozeman, Kristin	8/10/2015	The attendance rate will improve	5/25/2016 weekly
G1.B8.S1.MA1	Analyze progress monitoring data/ attendance data	arnow, amy	8/10/2015	Student contact logs	5/25/2016 weekly
G1.B8.S1.MA1	Conducting logs of students who have been contacted for attendance issues	arnow, amy	8/10/2015	Records from the logs	5/25/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Analyze data from progress monitoring, classroom assessments, PLC's	Bozeman, Kristin	8/10/2015	Increase scores on reading and writing assessments.	5/25/2016 monthly
G2.B1.S1.MA1	Data on district writing prompts FAIR Testing	McCarthy-Jensen, Donna	8/10/2015	Teacher artifacts, teacher evaluations, FSA writing/ reading scores	5/25/2016 monthly
G2.B1.S1.MA1	Review PLC attendance and participation Conduct classroom observations	Bozeman, Kristin	8/10/2015	Classroom observation logs will show increase writing in the classrooms.	5/25/2016 monthly
G3.MA1	PERT, EOC, and District Formative Data	Sohn, Bradley	9/16/2015	Reports	5/18/2016 one-time
G3.B5.S1.MA1	Monitors the grades and GPA of all Jacket Prep attendees	Sohn, Bradley	9/16/2015	Report	5/18/2016 one-time
G3.B5.S1.MA1	Monitor attendance and student engagement	Sohn, Bradley	9/16/2015	Attendance logs	5/18/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. SAHS will increase the percentage of students who are proficient in reading and writing.

G2.B1 Teacher knowledge

G2.B1.S1 Professional Development

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 8/10/2015 to 5/25/2016

Technical Assistance Items

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

G1. SAHS will improve attendance for students success

G1.B8 School Environment

G1.B8.S1 MTSS will closely monitor students with poor attendance.

PD Opportunity 1

Monitoring absent students

Facilitator

Amy Arnow and Dean Wanda Ray

Participants

MTSS team

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Budget

Budget Data						
1	G1.B8.S1.A1	Monitoring absent students				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
			District-Wide	Other		\$15,000.00
<i>Notes: SAR-District Generated</i>						
2	G2.B1.S1.A1	Reading and writing PLC as well as subject areas PLC's will focus on reading and writing strategies for all teachers				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$5,000.00
<i>Notes: Administration discretionary funds</i>						
			District-Wide	School Improvement Funds		\$1,000.00
3	G3.B5.S1.A1	Provide 1 hour of after school tutoring through Jacket Prep funded by the prior year budget line.				\$14,500.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$6,500.00
<i>Notes: Principal Discretionary Fund</i>						
			District-Wide	School Improvement Funds		\$8,000.00
Total:						\$35,500.00