# ST. AUGUSTINE HIGH SCHOOL



**2025-26 Schoolwide Improvement Plan**

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# School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

# SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

# SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

# 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.

# I. School Information

## A. School Mission and Vision

**Provide the school's mission statement**

The entire SAHS community will "S.W.A.R.M. Together" to ensure all students have everything they need to reach their full potential.

**Provide the school's vision statement**

The entire SAHS community works **TOGETHER**, utilizing **QUALITY INSTRUCTION**, and effective **SUPPORT SYSTEMS** to ensure all students reach their full potential while providing the **TOTAL YELLOW JACKET EXPERIENCE!**

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

**School Leadership Team**

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

## Leadership Team Member #1

**Employee's Name**
Travis Brown

travis.brown@stjohns.k12.fl.us

**Position Title**
Principal

**Job Duties and Responsibilities**

Primary responsibilities are to supervise our education staff and oversee day-to-day school operations.

## Leadership Team Member #2

**Employee's Name**
Carla Brown

carla.brown@stjohns.k12.fl.us

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

Assist duties in delegated areas with ESE, school operations, and staff development.

## Leadership Team Member #3

**Employee's Name**
Earl Brown

earl.brown@stjohns.k12.fl.us

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

Assist duties in delegated areas with curriculum, school operations, and staff development.

## Leadership Team Member #4

**Employee's Name**
Twila Needham

twila.needham@stjohns.k12.fl.us

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

Assist duties in delegated areas with ESE, school operations, and staff development.

## Leadership Team Member #5

**Employee's Name**
Quinterrance Cooper

quinterrance.cooper@stjohns.k12.fl.us

**Position Title**
Athletic Director

**Job Duties and Responsibilities**

Primary duties involve overseeing the direction of the athletic department.

## Leadership Team Member #6

**Employee's Name**
Robert Raimann

robert.raimann@stjohns.k12.fl.us

**Position Title**
Career Specialist

**Job Duties and Responsibilities**

Primary administrator responsible for academies and CTE courses.

## Leadership Team Member #7

**Employee's Name**
Hannah Lucien

hannah.lucien@stjohns.k12.fl.us

**Position Title**
Instructional Literacy Coach

**Job Duties and Responsibilities**

Assist in the identification of student and staff needs and develop and implement systems of support.

# 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The School Administrative team and Leadership Team took time to review the data from our parent/ student/staff surveys to identify areas of improvement, as well as academic data from prior years. The school leadership team collaborated to create goals in our identified areas of improvement.

# 3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored using data from state assessments, summative assessments, and behavioral data. It will be monitored in leadership team meetings, PLC team meetings, ILT meetings, and SAC meetings. If the data does not meet or exceeds identified benchmarks we will plan a review meeting to consider modifying the plan.

# C. Demographic Data

| | |
|---|---|
| **2025-26 STATUS** (PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED** (PER MSID FILE) | **SENIOR HIGH** **9-12** |
| **PRIMARY SERVICE TYPE** (PER MSID FILE) | **K-12 GENERAL EDUCATION** |
| **2024-25 TITLE I SCHOOL STATUS** | **NO** |
| **2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **35.6%** |
| **CHARTER SCHOOL** | **NO** |
| **RAISE SCHOOL** | **NO** |
| **2024-25 ESSA IDENTIFICATION** *UPDATED AS OF 1 | **N/A** |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2024-25 ESSA SUBGROUPS REPRESENTED** (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | **STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)** |
| **SCHOOL GRADES HISTORY** *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2024-25: A** **2023-24: B** **2022-23: B** **2021-22: B** **2020-21: B** |

# D. Early Warning Systems

## 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

**Current Year (2025-26)**

Using 2024-25 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 |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| School Enrollment | 445 | 399 | 433 | 436 | 1,713 |
| Absent 10% or more school days | 155 | 165 | 209 | 211 | 740 |
| One or more suspensions | 53 | 57 | 45 | 36 | 191 |
| Course failure in English Language Arts (ELA) | 7 | 5 | 3 | 0 | 15 |
| Course failure in Math | 7 | 5 | 3 | 0 | 15 |
| Level 1 on statewide ELA assessment | 34 | 42 | 0 | 0 | 76 |
| Level 1 on statewide Algebra assessment | 49 | 44 | 33 | 15 | 141 |

**Current Year (2025-26)**

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 |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | | | | | 0 |

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Absent 10% or more school days | 162 | 198 | 222 | 205 | 787 |
| One or more suspensions | 140 | 119 | 94 | 74 | 427 |
| Course failure in English Language Arts (ELA) | 56 | 22 | 47 | 33 | 158 |
| Course failure in Math | 56 | 22 | 47 | 33 | 158 |
| Level 1 on statewide ELA assessment | 65 | 51 | | | 116 |
| Level 1 on statewide Algebra assessment | 60 | 17 | | | 77 |

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 114 | 95 | 96 | 100 | 405 |

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

| INDICATOR | GRADE LEVEL | | | | TOTAL |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Retained students: current year | 11 | 7 | | 3 | 21 |
| Students retained two or more times | 5 | 5 | 8 | 4 | 22 |

# II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

# A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

| ACCOUNTABILITY COMPONENT | 2025 | | | 2024 | | | 2023** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement* | 64 | 77 | 59 | 60 | 75 | 55 | 58 | 71 | 50 |
| Grade 3 ELA Achievement | | | | | | | | | |
| ELA Learning Gains | 62 | 66 | 58 | 54 | 64 | 57 | | | |
| ELA Lowest 25th Percentile | 64 | 59 | 56 | 49 | 55 | 55 | | | |
| Math Achievement* | 45 | 69 | 49 | 40 | 69 | 45 | 36 | 61 | 38 |
| Math Learning Gains | 36 | 51 | 47 | 40 | 55 | 47 | | | |
| Math Lowest 25th Percentile | 49 | 43 | 49 | 45 | 49 | 49 | | | |
| Science Achievement | 84 | 90 | 72 | 74 | 88 | 68 | 72 | 86 | 64 |
| Social Studies Achievement* | 86 | 88 | 75 | 74 | 85 | 71 | 76 | 82 | 66 |
| Graduation Rate | 92 | 96 | 92 | 85 | 95 | 90 | 85 | 94 | 89 |
| Middle School Acceleration | | | | | | | | | |
| College and Career Acceleration | 60 | 63 | 69 | 58 | 60 | 67 | 68 | 64 | 65 |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 75 | 71 | 52 | 80 | 70 | 49 | 18 | 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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

# B. ESSA School-Level Data Review (pre-populated)

| 2024-25 ESSA FPPI | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 65% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 717 |
| Total Components for the FPPI | 11 |
| Percent Tested | 99% |
| Graduation Rate | 92% |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 65% | 60% | 66% | 59% | 62% | | 65% |

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

# C. ESSA Subgroup Data Review (pre-populated)

| | 2024-25 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%** |
| Students With Disabilities | 49% | No | | |
| English Language Learners | 52% | No | | |
| Black/African American Students | 55% | No | | |
| Hispanic Students | 66% | No | | |
| Multiracial Students | 76% | No | | |
| White Students | 65% | No | | |
| Economically Disadvantaged Students | 58% | No | | |

## D. 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.

### 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2023-24 | C&C ACCEL 2023-24 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 64% | | 62% | 64% | 45% | 36% | 49% | 84% | 86% | | 92% | 60% | 75% |
| Students With Disabilities | 29% | | 53% | 56% | 26% | 37% | 48% | 64% | 65% | | 87% | 21% | |
| English Language Learners | 22% | | 65% | 64% | 38% | 41% | 40% | | 73% | | | | 75% |
| Black/African American Students | 33% | | 54% | 60% | 36% | 44% | 53% | 73% | 74% | | 87% | 31% | |
| Hispanic Students | 66% | | 69% | 75% | 46% | 43% | 50% | 84% | 83% | | 89% | 50% | |
| Multiracial Students | 79% | | 71% | | 74% | 48% | | 86% | 86% | | 100% | 60% | |
| White Students | 71% | | 62% | 63% | 46% | 29% | 41% | 87% | 89% | | 93% | 66% | |
| Economically Disadvantaged Students | 45% | | 60% | 63% | 37% | 37% | 50% | 76% | 78% | | 89% | 41% | |

## 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 60% | | 54% | 49% | 40% | 40% | 45% | 74% | 74% | | 85% | 58% | 80% |
| Students With Disabilities | 24% | | 39% | 38% | 18% | 34% | 41% | 38% | 45% | | 81% | 15% | |
| English Language Learners | | | 36% | | | 50% | | | | | | | 80% |
| Asian Students | 71% | | 57% | | | | | | | | 100% | 58% | |
| Black/African American Students | 35% | | 46% | 45% | 20% | 28% | 37% | 46% | 49% | | 80% | 27% | |
| Hispanic Students | 68% | | 54% | 73% | 45% | 45% | 47% | 78% | 74% | | 85% | 49% | |
| Multiracial Students | 72% | | 62% | | 54% | 50% | | 88% | 69% | | 80% | 38% | |
| White Students | 65% | | 56% | 47% | 46% | 43% | 49% | 82% | 81% | | 86% | 65% | |
| Economically Disadvantaged Students | 46% | | 47% | 47% | 29% | 36% | 45% | 64% | 64% | | 74% | 41% | |

## 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 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 | 58% | | | | 36% | | | 72% | 76% | | 85% | 68% | 18% |
| Students With Disabilities | 24% | | | | 12% | | | 38% | 51% | | 75% | 27% | |
| English Language Learners | 18% | | | | | | | | | | | | |
| Asian Students | 74% | | | | 60% | | | | | | | | |
| Black/African American Students | 30% | | | | 19% | | | 37% | 49% | | 75% | 37% | |
| Hispanic Students | 59% | | | | 33% | | | 69% | 64% | | 84% | 59% | |
| Multiracial Students | 65% | | | | 38% | | | 76% | 63% | | 86% | 75% | |
| White Students | 64% | | | | 42% | | | 80% | 84% | | 86% | 74% | |
| Economically Disadvantaged Students | 44% | | | | 25% | | | 55% | 64% | | 76% | 56% | |

# E. 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.

| | 2024-25 SPRING | | | | | |
|---|---|---|---|---|---|---|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA | 10 | 63% | 76% | -13% | 58% | 5% |
| ELA | 9 | 68% | 76% | -8% | 56% | 12% |
| Biology | | 85% | 90% | -5% | 71% | 14% |
| Algebra | | 46% | 78% | -32% | 54% | -8% |
| Geometry | | 46% | 74% | -28% | 54% | -8% |
| History | | 89% | 87% | 2% | 71% | 18% |
| | 2024-25 WINTER | | | | | |
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra | | 18% | 22% | -4% | 16% | 2% |
| History | | 69% | 56% | 13% | 48% | 21% |
| Biology | | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Geometry | | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| | 2024-25 FALL | | | | | |
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Algebra | | 21% | 29% | -8% | 18% | 3% |
| History | | 45% | 60% | -15% | 33% | 12% |
| Biology | | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |
| Geometry | | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |

# III. Planning for Improvement

## A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

**Most Improvement**

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

We showed improvement in almost every area. Our greatest areas of improvement were in LG of our lowest 25% for ELA, Social Studies Achievement, and Science Achievement. We achieved our gains by further integrating our "Core 4" of Working Together (PLC Process), Quality Instruction, Systems of Support, and the Total Yellow Jacket Experience. We utilize the PLC process to systematically analyze data as a team and plan quality Tier 1 instruction that was then supplemented with essential systems of support when the data showed additional supports were needed.

**Lowest Performance**

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

Our lowest level of performance was in math achievement (still a gain) and in math learning gains (decline).  Teacher turnover was a significant contributing factor which lead to a lack of continuity in our instruction and PLC process.

**Greatest Decline**

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

Our lowest level of performance was in math achievement (still a gain) and in math learning gains (decline).  Teacher turnover was a significant contributing factor which lead to a lack of continuity in our instruction and PLC process.

**Greatest Gap**

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.

Math achievement showed the greatest gap when compared to the state average. Teacher turnover was a significant contributing factor which lead to a lack of continuity in our instruction and PLC process.

**EWS Areas of Concern**

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

1. 43% of our student population was absent for 10 or more days.

2. We have a significant number of students that earned a Level 1 on their statewide assessment.

**Highest Priorities**

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

1. Achievement of our SWD subgroup

2. Math Achievement/Learning Gains

3. ELA Achievement/Learning Gains

4. Improved Acceleration Rate

5. Improving the "Total Yellow Jacket Experience" for all students

# B. Area(s) of Focus (Instructional Practices)

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

## Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increasing student achievement in our SWD subgroup is a primary area of focus for the 25-26 school year. Our students with disabilities also compromise many of our "at-risk" students so by focusing on these students, we will also address improving student achievement amongst our students with EWS indicators. This was identified as an area of focus based on the fact our overall performance of our SWD subgroup was 49% last year while our whole school was 64%.

### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year our SWD subgroup had an overall performance of 49%. The subgroup had an ELA achievement of 29% and math achievement of 26%. We hope to raise overall performance to 56%, ELA to 41%, and Math to 41% for the 25-26 school year. We plan to strengthen the PLC process by having greater involvement with our ESE staff in the collaborative process. We will utilize data from formative and summative assessments along with FAST data for ELA to track progress toward this goal. We will utilize learning lunch and Jacket Prep after school time to provide additional support in the form of remediation when needed.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor formative assessments, summative assessments, and FAST testing data. The ongoing monitoring will allow us to reinforce what is working and make adjustments where needed to help us meet our goals. We will be able to identify areas in need of additional support and target the support where needed.

### Person responsible for monitoring outcome

Travis Brown, Earl Brown, Twila Needham, Carla Brown, Hannah Lucien

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Use of the PLC model for student success and intervention

**Rationale:**

This is a high-yield strategy based on Hattie's research.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

PLC Process

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Travis Brown, Earl Brown, Twila Needham, Carla Brown, Hannah Lucien | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide PLC Structure for Teams (MS One Note) Provide Teacher Access Center (TAC), expectations and best practices on tracking students not meeting standards. Create and review list of at-risk students and discuss steps to support.

# Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Math

### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student achievement in math has decreased significantly since 2018. While we increased in performance last year, we want to get back to pre-pandemic levels of performance.

### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Math achievement at SAHS will improve to 50% for the 25-26 school year.

### Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Formative/Summative Assessments and District assessments. We will use the PLC process to monitor the data.

### Person responsible for monitoring outcome
Earl Brown, Travis Brown

### Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**
SAHS teachers will use the PLC process to collaboratively plan lessons, monitor data, and identify steps to improve math achievement.

**Rationale:**
This is a high-yield strategy as identified by Hattie's research.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

### Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
PLC Process

| Person Monitoring: | By When/Frequency: |
|---|---|
| Earl Brown | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
SAHS will follow the PLC process by meeting regularly to review data, lesson plan, and implement high-yield strategies to improve student achievement.

## Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to ELA

### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We have improved in ELA performance over the previous 2 years but hope to keep improving with a focus on learning gains for all students.

### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

SAHS will improve 5% to 69% ELA achievement.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Formative/Summative Assessments, FAST Data, District Assessments

### Person responsible for monitoring outcome

Hannah Lucien, Carla Brown, Travis Brown

### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

SAHS teachers will implement the PLC process to collaboratively plan for the success of all students.

**Rationale:**

Hattie's research has determine this to be a high-yield strategy.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

PLC Process

**Person Monitoring:**                              **By When/Frequency:**
Hannah Lucien/Carla Brown/Travis Brown              Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
SAHS will follow the PLC process by meeting regularly to review data, lesson plan, and implement high-yield strategies to improve student achievement.

# Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

## Graduation/Acceleration specifically relating to Acceleration

### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The SAHS acceleration rate is lower than it was in 22-23.

### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

SAHS will increase acceleration to 70% over the next three years.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our student services team will monitor student data to identify areas where students may accelerate. SAHS will make acceleration a defined part of our registration and scheduling process.

### Person responsible for monitoring outcome

Earl Brown, Erin Magden, Travis Brown

### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**
SAHS is implementing professional development in high-yield strategies, AICE curriculum, and AP curriculum to increase student achievement in accelerated courses.

**Rationale:**
Student collaboration and collaborative structures are a high-yield strategies.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

**Action Step #1**
Scheduling/Registration

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Earl Brown/Erin Magden | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Use ESP data to identify students for acceleration. Target the areas students can be most successful. Have conversations with families about the benefits of acceleration and schedule appropriately.

**Action Step #2**
Professional Development

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Hannah Lucien/Travis Brown | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Implement professional development in high-yield strategies through the PLC process, classroom observations, and faculty trainings. Follow-up with coaching and teacher collaboration to improve instructional practice.

# IV. Positive Learning Environment

## Area of Focus #1

Other: Enhance the Total Yellow Jacket Experience for all students

### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

Our SAHS faculty believes in the "Core 4", which is:

1. Working Together

2. Quality Instruction

3. Support Systems

4. "Total Yellow Jacket Experience"

The "Total Yellow Jacket Experience" encompasses all of the things that make St. Augustine High School a great place to attend school and work. It includes our academies, SJCCA, athletics, clubs, and PBIS incentives. We pride ourselves on giving our students a top-notch education while also providing them with positive experiences that will help them want to come to school and memories that will last a lifetime.

## Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

SAHS will distribute Jacket Bucks to promote positive behavior and character. Students will use their Jacket Bucks to purchase incentives through our "Jacket Hub" along with "in school" experiences. As a result, the climate and culture of school will improve as evidenced by the results of our SAC survey and faculty surveys. We will also see a decrease in student behavior referrals for defiance and level 1 offenses.

## Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor the use and distribution of Jacket Bucks twice per month when the "Jacket Hub" is open. We will also track our incentives and club opportunities to ensure their are more offerings than in previous years.

## Person responsible for monitoring outcome
Amy Huber/Earl Brown/Travis Brown

## Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**
Positive Behavior In Schools (PBIS) and Character Counts! models will be used as evidenced based programs to use to affect a positive change in classroom and overall school behaviors.

**Rationale:**
This model led to a 50% in almost all categories of discipline incidents throughout SAHS last year. We hope to see continued decreases in student incidents for the 25-26 school year.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Total Yellow Jacket Experience

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Amy Huber/Wade Jackson/Joseph Gregos/Sean Palmer/Earl Brown/Travis Brown | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide on-going training on classroom behavioral expectations and engagement strategies. Provide flowchart of response to event (Level 1/2/3) to include supports for classroom training/ observations (admin, dean, guidance, mentors) Provide monthly report of behavioral actions Implement "Jacket Hub" incentive program for all students Implement "In School Incentive Program" for all students using "Jacket Bucks"

# V. Title I Requirements (optional)

## A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

**Dissemination Methods**

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

**Positive Relationships With Parents, Families and other Community Stakeholders**

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

**Plans to Strengthen the Academic Program**

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

**How Plan is Developed**

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

# B. Component(s) of the Schoolwide Program Plan

## Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

### Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

### Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

### Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

### Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

# VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

**Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

**Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

# VII. Budget to Support Areas of Focus

| Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. | **No** |
|---|---|

| BUDGET | ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|---|---|---|---|---|---|
| Plan Budget Total | | | | | 0.00 |