

St. Johns Virtual Franchise



2015-16 School Improvement Plan

St. Johns Virtual Franchise

2980 COLLINS AVENUE, BUILDING 1, St Augustine, FL 32084

[no web address on file]

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

0%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

11%

School Grades History

Year

Grade

2014-15

I*

2013-14

I

**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

Our mission is to ensure all students are provided with an academically rich and rigorous education through online learning opportunities that meet the needs of today's diverse learners.

Provide the school's vision statement

The vision of St. Johns Virtual School is to be leaders in innovative teaching through online and blended learning programs that use best practices to promote academic excellence and life long learning in a student-centered environment.

School Environment

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

Unlike a traditional school, St. Johns Virtual School teachers work almost exclusively with students on a one on one basis. This one on one communication allows teachers and students to build strong, honest relationships without the influence of distractions or peer pressure. Students, parents and teachers are required to communicate at least once a month, but communication often occurs more frequently in the form of progress reports, teaching sessions, discussion based assessments, and question and answer sessions. Building relationships is paramount in an online environment. Our teachers strive to create a welcoming, non traditional environment where students can reach their maximum potential.

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

Instruction at St. Johns Virtual School follows a mastery model which embraces a growth mindset. Students are able to resubmit assignments based on teacher feedback. Acceleration and remediation are celebrated as paths to success. Strong relationships with families and students allow for honest communication regarding student progress, strengths, and areas of challenge. 21st Century Skills are embraced by providing the students the ability to work at their own pace and holding them accountable so they meet goals and expectations.

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

Student progress is frequently monitored by the SJVS guidance counselor, Michele "Susie" Ankrom and the SJVS Program Coordinator, Michael Eisen. SJVS teachers make sure students are maintaining a pace that promotes consistent learning. If a student falls behind pace or demonstrates academic decline, a meeting is scheduled to re-evaluate the student's placement. Students are also given a 28 day grace period. If a student withdraws from a course/courses during the grace period, they are removed with no academic penalty. The faculty and administration participates in periodic monitoring meetings to discuss individual student progress. If a student is falling behind academically, the student is placed on an action plan to correct the issue.

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

SJVS Guidance Counselor, Michele "Susie" Ankrom, will host monthly webinars on a variety of topics for students and families. Topics will range from internet safety and developing leadership skills to scholarship information and digital citizenship. Our guidance department will also be available to meet with students for one on one counseling at the SJVS offices.

Early Warning Systems

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

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

In addition to the criteria mentioned above, the students will have their progress and academic success monitored by both the Program Coordinator and the Guidance Counselor. Attendance is measured in terms of student progress and pace. Full Time students are required to send daily attendance to SJVS@stjohns.k12.fl.us. Each Monday, students are required to submit a success plan for what they will accomplish during the week. Faculty and Administration will also meet quarterly to discuss student progress. Students who are behind or struggling academically will be placed on an action plan.

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

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

Indicator	Grade Level 9	Total
Attendance below 90 percent	4	4
One or more suspensions	2	2
Course failure in ELA or Math	0	
Level 1 on statewide assessment	0	

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

Indicator	Grade Level 8	Total
Students exhibiting two or more indicators	2	2

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

Students identified by the Early Warning Systems will receive weekly monitoring and participate in additional communication from the guidance counselor and program coordinator.

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

Parent Participation in school sponsored events will be at least 40%. The SJVS website and live virtual presentations will be used to provide an additional option for families to receive information and participate in school sponsored events.

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

Community outreach will be a priority for SJVS for the 2015-2016 school year. We have already hosted 2 open houses where families can meet thier child's teachers. A video of the orientation was created and posted to the SJVS website to increase participation. An orientation was also created to introduce home school families to the support they can receive from SJVS. Our staff has also visited local schools to answer questions from students and administration regarding SJVS.

We will bring our community outreach to district stakeholders to inform them of the services SJVS offers. We also plan to pursue CTE courses where students can test for certification upon completion. This goal will require the coordination of community partners. The funding raised from successful certification scores will allow us to build individual programs.

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
Eisen, Michael	Other	
Kowieski, Melissa	Registrar	
Maddox, Mary	SAC Member	
Jones, Kathy	Administrative Support	
Ankrom, Michele	Guidance Counselor	

Duties

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

Michael Eisen--Program Coordinator - Serves as the district liaison for virtual and blended instruction as well as credit recovery. Monitors student progress and communicates with stakeholders.

Melissa Kowieski - Registrar - Serves SJVS by registering and placing students. The registrar creates the master schedule.

Kathy Jones- Data Operator/Recorder -Coordinates district communication through the district data management system.

Susie Ankrom--Counselor/Student advocate - Meets with families and students to discuss expectations, reviews applications and monitors student progress.

Mary Maddox - Science Teacher/SAC Chair - Coordinates stakeholders and brings topics to the SAC

team meetings.

Each member of Leadership Team provides their piece of expertise to discussions and decisions. The diversity of the team allows us to make well rounded decisions with a big picture view.

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

SJVS is able to maximize desired student outcomes through the use of our mastery model. Students are able to resubmit assignments based on teacher feedback. Students and teachers are encouraged to embrace technology to increase communication and instruction. Teachers will text message to meet the family's communication needs and use virtual classrooms through Blackboard Collaborate to provided distance learning. Students are able to work according to a schedule that will allow them the greatest success.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Melissa Kowieski	Education Support Employee
Mary Maddox	Teacher
Michael Eisen	Principal
Victoria Guttinger	Teacher
Chase Gatchell	Student
Ronda Gatchell	Parent
Brooke Bernstein	Student
Jill Bernstein	Parent
Elizabeth Lasseter	Teacher
Kristine Solomon	Teacher
Angelia Cotton	Education Support Employee
Ronda Gatchell	Business/Community
Nick Vailiades	Teacher
Laurie Hays	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

At the end of the 2014-2015 stakeholder surveys were analyzed for strengths and weaknesses. Feedback was used to guide goal setting for the 2015-2016 school year.

Development of this school improvement plan

The SAC Team meets monthly with the purpose of school improvement. In addition to helping create the School Improvement Plan, the SAC Team supports SJVS by providing a "big picture" view of the state of the school by providing feedback and helping the school meet it's academic goals.

Preparation of the school's annual budget and plan

Currently, SJVS does not receive SAC funds. The cost for the goals set for the 2015-2016 school (Blackboard Collaborate accounts, Teacher training) year have already been incorporated in the contract costs with FLVS.

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

Currently, SJVS does not receive SAC funds. The cost for the goals set for the 2015-2016 school (Blackboard Collaborate accounts, Teacher training) year have already been incorporated in the contract costs with FLVS.

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
Eisen, Michael	Other	
Maddox, Mary	Teacher, K-12	
Solomon, Kristine	Teacher, K-12	
Vasiliades, Nick	Teacher, K-12	

Duties

Describe how the LLT promotes literacy within the school

The St. Johns Virtual School curriculum has a high level of rigor due to the quantity of text. The curriculum, which is provided by the Florida Virtual School, corresponds with both Florida State and Common Core Standards. During direct instruction, teachers will reinforce reading strategies and Common Core skills used to find evidence in the text to justify student responses. The Literacy Leadership Team will also sponsor activities such as "Book Battles" to promote literacy.

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

Teachers will be involved in 2 book studies in which they will share and discuss strategies and best practices. Our full time teachers will also participate in statewide conferences which focus on successful online instruction. Both full time and part time teachers will receive monthly professional development where they will work in small groups to increase efficiency, customer service, and knowledge in their

subject areas. Teachers will also be able to recognize one another through our referral program which recognizes teacher contributions.

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

SJVS will continue to work with the curriculum department to identify teachers who would be a good fit for joining SJVS in a part time capacity. For the 2015-2016, all part time positions will be posted on the District Website to recruit from a larger pool of teachers. We will continue to work with FLVS to have teachers trained in an efficient manner to help with student demand. Once on board teachers are paired with mentors who will guide them towards success.

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

Our mentoring program is based on a strength based system which will allow the SJVS coordinator to partner mentors and mentees based on the mentor's strengths, subject area, and the mentee's areas of growth. SJVS has created 2 lead teacher positions to address professional development and mentoring of new teachers.

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

SJVS is a franchise of the Florida Virtual School which provides the curriculum used in SJVS courses. Courses are vetted, through the FLVS curriculum department, to ensure they match the demands of state and Common Core standards. Assignments and materials are linked to state standards. Virtual direct instruction is also used to reinforce standards and guide students through the challenges of Common Core. It is mandatory for students to complete Discussion Based Assessments so teachers can measure student mastery of the standards.

Teacher representatives from each course and or grade level will meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly 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.

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

Data is used on a daily basis in an online environment to measure student progress. Students are expected to maintain a pace that promotes consistent learning. Students in need of supplemental instruction can reach out to their teachers for one on one instruction virtually or face to face. When the data shows students are struggling or not working to their potential, teachers are able to differentiate instruction based on the student's needs.

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: Extended School Day

Minutes added to school year: 0

St. Johns Virtual School Teachers are available to students for an extended time on a daily basis. Teachers work hours range from 8am-8pm, giving essentially 4 extra hours a day for student contact and education.

Strategy Rationale

SJVS teachers meet with students on a one on one basis. With each students working on their own pace and schedule, it requires SJVS teachers to be available after traditional school hours.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Eisen, Michael, michael.eisen@stjohns.k12.fl.us

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

Students attending one on one instruction or attending large group direct instruction could be measured to track student success.

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

SJVS serves students from k-12 so communication between our elementary teachers, middle school teachers, and high school teachers is conducted through frequent communication on individual student needs. We also strategically allow students and teachers to "loop" from one school level to another while remaining with the same teacher. For example, a student may move from 8th grade Social Studies to 9th grade Social Studies and, if requested by the student, keep the same teacher. This provides greater consistency and allows students and teachers to build stronger relationships where strengths and weaknesses can be addressed earlier.

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

Our guidance department will be meeting with upperclassmen to provide college and career information in addition to meeting one on one with students. College and career readiness will also be a topic of the monthly virtual guidance meetings.

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

SJVS is in the process of researching the option of offering CTE courses that would allow students to test for industry certification. SJVS partners with FLVS to provide access to CTE courses.

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

We are currently in the process of reviewing CTE tracts, from a variety of curriculum providers, for SJVS students that could result in the ability to test for industry certification.

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

The High School Feedback Report displays the need for all subject areas to increase thier attention to reading strategies and standards. All SJVS instructors will make reading strategies a part of every large group direct instruction opportunity.

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.** SJVS math students will demonstrate an increased level of subject mastery through the introduction of virtual direct instruction and smaller class size, leading to a 10% increase in the number of students achieving learning gains in math.
- G2.** SJVS will demonstrate greater community involvement with district stakeholders by initiating community outreach opportunities to increase enrollment by 5%, establish stronger relationships with district schools, and learn best practices by visiting established virtual programs around the state and participating in state and national conferences.
- G3.** 95% of SJVS Full Time students will meet or exceed the program requirements for graduation or grade level promotion.

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. SJVS math students will demonstrate an increased level of subject mastery through the introduction of virtual direct instruction and smaller class size, leading to a 10% increase in the number of students achieving learning gains in math. 1a

 G069058

Targets Supported 1b

Indicator	Annual Target
Math Gains	79.0

Resources Available to Support the Goal 2

- Virtual Classrooms via Blackboard Collaborate, Talented faculty

Targeted Barriers to Achieving the Goal 3

- Student attendance, training

Plan to Monitor Progress Toward G1. 8

During the individual teacher "walkthroughs" the program coordinator and teacher will measure monthly progress.

Person Responsible

Michael Eisen


Schedule

Monthly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Increased number of SJVS math students making learning gains.

G2. SJVS will demonstrate greater community involvement with district stakeholders by initiating community outreach opportunities to increase enrollment by 5%, establish stronger relationships with district schools, and learn best practices by visiting established virtual programs around the state and participating in state and national conferences. **1a**

 G069059

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal **2**

- Faculty, Increased staff (registrar & guidance counselor)

Targeted Barriers to Achieving the Goal **3**

- Time, Travel, Cost, Time Away

Plan to Monitor Progress Toward G2. **8**

Data will be collected to show the growth in the number of homeschooled students added to SJVS.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 8/10/2015 to 6/1/2016

Evidence of Completion

The number of homeschooled students added will be measured against the number of homeschool students from prior years.

G3. 95% of SJVS Full Time students will meet or exceed the program requirements for graduation or grade level promotion. 1a

G069060

Targets Supported 1b

Indicator	Annual Target
Dropout Rate	95.0

Resources Available to Support the Goal 2

- Blackboard Collaborate, Faculty and Administrative progress monitoring

Targeted Barriers to Achieving the Goal 3

- Attendance, Attendance for virtual sessions, increased progress monitoring needed.

Plan to Monitor Progress Toward G3. 8

Monitor the implementation of quarterly meetings, faculty participation, and the creation of parent meetings.

Administration will also monitor student progress.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Faculty participation and attendance in quarterly meetings. The establishment of a calendar of quarterly meetings and necessary parent meetings. The progress monitoring of the Student Action Plans.

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. SJVS math students will demonstrate an increased level of subject mastery through the introduction of virtual direct instruction and smaller class size, leading to a 10% increase in the number of students achieving learning gains in math. **1**

 **G069058**

G1.B1 Student attendance, training **2**

 **B179463**

G1.B1.S1 Establish a consistent schedule of when students can expect large group direct instruction that will address complex assignments and provide the students with momentum for future work. **4**

 **S190785**

Strategy Rationale

Students will be more likely to attend if a consistent schedule is created and the students receive strategies to help them with future assignments.

Action Step 1 **5**

SJVS teachers will receive Blackboard Collaborate accounts and receive the training necessary to help students succeed.

Person Responsible

Michael Eisen

Schedule

Monthly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Teachers will receive accounts and training by September 1. Attendance will be taken. Student sessions will be sent to Program Coordinator for observation.

Action Step 2 5

SJVS teachers will provide large group direct instruction monthly.

Person Responsible

Michael Eisen

Schedule

Monthly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Teachers will keep attendance records for live sessions and monitor student progress.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

SJVS teachers will record their direct instruction sessions and send copies to the Program Coordinator.

Person Responsible

Michael Eisen

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

SJVS teachers will send the Program Coordinator a copy of their recorded session.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

SJVS teachers will meet with the program coordinator for monthly "walkthroughs".

Person Responsible

Michael Eisen

Schedule

Monthly, from 8/10/2015 to 6/1/2016


Evidence of Completion

The monthly walkthroughs will allow the teachers and the program coordinator to discuss the implementation of virtual direct instruction, provide feedback, and discuss student monitoring.

G2. SJVS will demonstrate greater community involvement with district stakeholders by initiating community outreach opportunities to increase enrollment by 5%, establish stronger relationships with district schools, and learn best practices by visiting established virtual programs around the state and participating in state and national conferences. **1**

 G069059

G2.B1 Time, Travel, Cost, Time Away **2**

 B179464

G2.B1.S1 Inititiate opportunities for SJVS to meet with St. Johns County homeschool groups. **4**

 S190786

Strategy Rationale

Increase enrollment with homeschooled students in St. Johns County.

Action Step 1 **5**

SJVS will schedule virtual meetings with homeschool groups in St. Johns County.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Student sign-in information and Teacher collected materials.; Eluminate session attendance records.

Action Step 2 **5**

SJVS will travel to districts across the state to learn best practices and model successful programs.

Person Responsible

Michael Eisen

Schedule

Semiannually, from 8/10/2015 to 6/1/2016

Evidence of Completion

Quarterly review of events attended with director Denise Faulk.

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

Quarterly Reports created for review.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Quarterly review of events attended with director Denise Faulk.

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

Monitoring number of students added to SJVS program from homeschool families.

Person Responsible

Michael Eisen


Schedule

Quarterly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Spreadsheet of new SJVS students from homeschool families.


G3. 95% of SJVS Full Time students will meet or exceed the program requirements for graduation or grade level promotion. **1**

 G069060

G3.B1 Attendance, Attendance for virtual sessions, increased progress monitoring needed. **2**

 B179465

G3.B1.S1 Advertise the importance of attending the workshops via alert now messages, phone calls, and posting the workshop information on the teacher's announcement page. **4**

 S190787

Strategy Rationale

We want families to make informed decisions of how attendance of the workshops would benefit their child's academic success on course work and state assessments.

Action Step 1 **5**

Faculty and Administration will meet quarterly to discuss student progress and issue action plans for individual student performance improvement. Parent meetings will also be scheduled to reinforce expectations.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Student progress will be documented quarterly to make sure they are in compliance with the program expectations. Outcomes from the parent meetings and action plans created will be documented.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

Reports will be run quarterly to monitor student progress.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Data Analyst and Administration will document reports of student progress.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student pace charts and completion rates will be collected quarterly to make sure students are meeting the SJVS expectations for pace and academic success.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 8/10/2015 to 6/1/2016

Evidence of Completion

Reports will be run to measure student progress. Meeting between faculty and administration will be documented as will outcome of parent meetings. Student action plans will also be documented.

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.B1.S1.A1	SJVS teachers will receive Blackboard Collaborate accounts and receive the training necessary to help students succeed.	Eisen, Michael	8/10/2015	Teachers will receive accounts and training by September 1. Attendance will be taken. Student sessions will be sent to Program Coordinator for observation.	6/1/2016 monthly
G2.B1.S1.A1	SJVS will schedule virtual meetings with homeschool groups in St. Johns County.	Eisen, Michael	8/10/2015	Student sign-in information and Teacher collected materials.; Eliminate session attendance records.	6/1/2016 quarterly
G3.B1.S1.A1	Faculty and Administration will meet quarterly to discuss student progress and issue action plans for individual student performance improvement. Parent meetings will also be scheduled to reinforce expectations.	Eisen, Michael	8/10/2015	Student progress will be documented quarterly to make sure they are in compliance with the program expectations. Outcomes from the parent meetings and action plans created will be documented.	6/1/2016 quarterly
G1.B1.S1.A2	SJVS teachers will provide large group direct instruction monthly.	Eisen, Michael	8/10/2015	Teachers will keep attendance records for live sessions and monitor student progress.	6/1/2016 monthly
G2.B1.S1.A2	SJVS will travel to districts across the state to learn best practices and model successful programs.	Eisen, Michael	8/10/2015	Quarterly review of events attended with director Denise Faulk.	6/1/2016 semiannually
G1.MA1	During the individual teacher "walkthroughs" the program coordinator and teacher will measure monthly progress.	Eisen, Michael	8/10/2015	Increased number of SJVS math students making learning gains.	6/1/2016 monthly
G1.B1.S1.MA1	SJVS teachers will meet with the program coordinator for monthly "walkthroughs".	Eisen, Michael	8/10/2015	The monthly walkthroughs will allow the teachers and the program coordinator to discuss the implementation of virtual direct instruction, provide feedback, and discuss student monitoring.	6/1/2016 monthly
G1.B1.S1.MA1	SJVS teachers will record their direct instruction sessions and send copies to the Program Coordinator.	Eisen, Michael	9/1/2015	SJVS teachers will send the Program Coordinator a copy of their recorded session.	6/1/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Data will be collected to show the growth in the number of homeschooled students added to SJVS.	Eisen, Michael	8/10/2015	The number of homeschooled students added will be measured against the number of homeschool students from prior years.	6/1/2016 quarterly
G2.B1.S1.MA1	Monitoring number of students added to SJVS program from homeschool families.	Eisen, Michael	8/10/2015	Spreadsheet of new SJVS students from homeschool families.	6/1/2016 quarterly
G2.B1.S1.MA1	Quarterly Reports created for review.	Eisen, Michael	8/10/2015	Quarterly review of events attended with director Denise Faulk.	6/1/2016 quarterly
G3.MA1	Monitor the implementation of quarterly meetings, faculty participation, and the creation of parent meetings. Administration will also monitor student progress.	Eisen, Michael	8/10/2015	Faculty participation and attendance in quarterly meetings. The establishment of a calendar of quarterly meetings and necessary parent meetings. The progress monitoring of the Student Action Plans.	6/1/2016 quarterly
G3.B1.S1.MA1	Student pace charts and completion rates will be collected quarterly to make sure students are meeting the SJVS expectations for pace and academic success.	Eisen, Michael	8/10/2015	Reports will be run to measure student progress. Meeting between faculty and administration will be documented as will outcome of parent meetings. Student action plans will also be documented.	6/1/2016 quarterly
G3.B1.S1.MA1	Reports will be run quarterly to monitor student progress.	Eisen, Michael	8/10/2015	Data Analyst and Administration will document reports of student progress.	6/1/2016 quarterly

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.

G3. 95% of SJVS Full Time students will meet or exceed the program requirements for graduation or grade level promotion.

G3.B1 Attendance, Attendance for virtual sessions, increased progress monitoring needed.

G3.B1.S1 Advertise the importance of attending the workshops via alert now messages, phone calls, and posting the workshop information on the teacher's announcement page.

PD Opportunity 1

Faculty and Administration will meet quarterly to discuss student progress and issue action plans for individual student performance improvement. Parent meetings will also be scheduled to reinforce expectations.

Facilitator

Michael Eisen

Participants

Abbatinuzzi, Kelly Ankrom, Michele Ashcroft, Jacqueline Bailey, Sara Bernstein, Nadine Bowman, Louise Bundshuh, Heather Burke, Lindsay Carn, Aaron Churchill, Marilee Doemel, Debbie Fagan, Jennie Fisher, Dwaine Gooding, Kelly Guttinger, Victoria Hayes, Kevin Hof, Linda Isager, Patricia Knight, Marcela Knowles, Caitlin Knowles, Kelly Johnson, Chassity Lasseter, Lisa Lemons, Robin Livingood, Jonathan Lydigsen, Teri Maddox, Mary Melgard, Tracy Narin, Matthew Prosuch, Angela Santinho, Johanna Scott, Melissa Smith, Susan Solomon, Kristine Tiner, Karen Vasiliades, Nick White, Sarah Wright, Colby

Schedule

Quarterly, from 8/10/2015 to 6/1/2016

Technical Assistance Items

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

G1. SJVS math students will demonstrate an increased level of subject mastery through the introduction of virtual direct instruction and smaller class size, leading to a 10% increase in the number of students achieving learning gains in math.

G1.B1 Student attendance, training

G1.B1.S1 Establish a consistent schedule of when students can expect large group direct instruction that will address complex assignments and provide the students with momentum for future work.

PD Opportunity 1

SJVS teachers will receive Blackboard Collaborate accounts and receive the training necessary to help students succeed.

Facilitator

Michael Eisen

Participants

Abbatinozzi, Kelly Ashcroft, Jacqueline Bailey, Sara Baker-Sanhueza, Ginger Bernstein, Nadine Bowman, Louise Bundshuh, Heather Burke, Lindsay Carn, Aaron Churchill, Marilee Doemel, Debbie Fagan, Jennie Fisher, Dwaine Gooding, Kelly Guttinger, Victoria Isager, Patricia Hayes, Kevin Herrera, Emily Hof, Linda Johnson, Chassity Knight, Marcela Knowles, Caitlin Knowles, Kelly Lasseter, Lisa Lemons, Robin Livingood, Johnathan Lydigsen, Teri Maddox, Mary McCullough, Emily Melgard, Tracy Narin, Matthew Prosuch, Angela Santinho, Johanna Scott, Melissa Smith, Susan Solomon, Kristine Spaedt, William Stucki, Cherie Tiner, Karen Vasiliades, Nick White, Sarah Wright, Colby

Schedule

Monthly, from 8/10/2015 to 6/1/2016

Budget

Budget Data

Budget Data			
1	G1.B1.S1.A1	SJVS teachers will receive Blackboard Collaborate accounts and receive the training necessary to help students succeed.	\$0.00
2	G1.B1.S1.A2	SJVS teachers will provide large group direct instruction monthly.	\$0.00
3	G2.B1.S1.A1	SJVS will schedule virtual meetings with homeschool groups in St. Johns County.	\$0.00
4	G2.B1.S1.A2	SJVS will travel to districts across the state to learn best practices and model successful programs.	\$500.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$500.00
			Notes: Travel expenses for visitiing virtual programs across the state.			
5	G3.B1.S1.A1	Faculty and Administration will meet quarterly to discuss student progress and issue action plans for individual student performance improvement. Parent meetings will also be scheduled to reinforce expectations.				\$0.00
					Total:	\$500.00