

2013-2014 SCHOOL IMPROVEMENT PLAN

St. Johns Virtual Franchise
2980 COLLINS AVENUE, BUILDING 1
St Augustine, FL 32084
904-547-8080

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 5%
Alternative/ESE Center No	Charter School No	Minority Rate 13%

School Grades History

2013-14 NOT GRADED	2012-13	2011-12	2010-11
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

St. Johns Virtual Franchise

Principal

Twila Powers

School Advisory Council chair

Jessica Howell

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Nicholas Vasiliades	English Instructor
Louise Bowman	Math Instructor
Elizabeth Lasseter	Math Instructor
Mary Maddox	Science Instructor

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Chair--Jessica Howell

Secretary/Treasurer--Melissa Kowieski

School Support Member--Kathy Jones

51% of our voting members are non-schoolboard employees.

Involvement of the SAC in the development of the SIP

Monthly Meetings are held with the SAC team in which team members are involved in decisions on the best directions for the school in areas of academics, community involvement, and student engagement and activities. Input from the School Advisory Council is taken into account in all final actions.

Activities of the SAC for the upcoming school year

The School Advisory Council will have monthly meetings. Three of those will coincide with the Orientation and Open House opportunities available to Parents and Students. SAC will be instrumental

in coordination of the quarterly Community Service Projects, the monthly student outings, and the Semester Fundraising opportunities.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Twila Powers

Principal

Years as Administrator: 3

Years at Current School: 2

Credentials

Educational Leadership
English 6-12
Middle Grades Integrated
Health K-12
Physical Education K-12
Reading Endorsed
ESOL Endorsed

Performance Record

2005-2006-Gamble Rogers--Literacy Coach—73% lower quartile reading gains—"A" School Status
2006-2009—Saint Augustine High School—Literacy Coach/Registrar—Moved from 2 year "D" Status to "B, B, A" respectively.
2011-2012—Saint Johns Technical High—Dean of Students—Selected as highly qualified member of turnaround team.
2012-Current--Coordinator of Virtual Instruction

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**N/A**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

20

receiving effective rating or higher

19, 95%

Highly Qualified Teachers

100%

certified in-field

20, 100%

ESOL endorsed

11, 55%

reading endorsed

7, 35%

with advanced degrees

13, 65%

National Board Certified

4, 20%

first-year teachers

0, 0%

with 1-5 years of experience

3, 15%

with 6-14 years of experience

7, 35%

with 15 or more years of experience

10, 50%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Utilization of the Saint Johns County PATS system to identify potential personnel.
2. Utilization of FLVS training services for newly hired instructors.
3. Utilization of current high quality, effective teachers to train new employees.
4. Development of effective PLC's to enhance current teacher performance through training and collaboration.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are paired with veteran teachers. This pairing meets on a monthly basis for professional development. Additionally, the mentor and mentee communicate on a regular basis to solve problems and discuss ways to serve students more effectively.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Virtual Instruction can be very conducive to students who require a Multi-Tiered System of Support (MTSS).

Students are allowed to work on an Extended PACE schedule if necessary. Students are allowed to immediately review work for clarification or to strengthen understanding. Students are allowed to take frequent breaks if necessary to aid in redirection. Students are also able to work in an atmosphere that is free from distraction and more conducive to learning.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Twila Powers--Facilitator

Kathy Jones--Recorder

Phyllis Ingram--Counselor/Student advocate

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Access RTI Database--Students are identified from previous school year and current school is notified of student placement.

Florida Virtual School Virtual School Administrator--Student progress is able to be tracked on a daily basis to monitor student success or needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

All FLVS courses that are currently in use and available have been aligned with the NGSSS Standards or the Common core standards. All assignments are cleared through Turnitin.com to ensure that students are working on their own work. Time on task and current progress in all students is always available in VSA.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

As we currently only have one RTI student who is on a "Monitor" placement, extended time in delivering expectations to parents and staff would not be necessary at this point. Our current plan involves sharing of the process with parents and screening our own students for needs. The sharing of information will take place in our monthly SAC meetings. The screening will take place when a need is recognized.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

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

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Twila Powers	Administrator
Phyllis Ingram	Counselor
Louise Bowman	Secondary Instructor
Melissa Koweiski	Elementary Instructor

How the school-based LLT functions

We meet monthly following our School Advisory Council meeting. We are fortunate in that our program itself inspires a lot of student self-initiation with reading strategies and literacy development. The majority of student learning is done thorough reading and comprehending of materials. Our job as a literacy team will be to review student progress performance in VSA to see what students are either behind pace or on pace and showing inadequate proficiency. These students will be identified, counseled, and tracked to ensure that all steps are being taken to maintain a focus on literacy development and understanding.

Major initiatives of the LLT

Our major initiatives include monitoring student achievement and participation, tracking student progress for non-performers, counseling students who are behind pace or below target performance, implementing individualized improvement plan for those who continue to show decline.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Reading is the emphasis of all teachers and courses. Our curriculum is set according to our agreement with FLVS as we are a franchise of their company and use their courses. Their courses have been evaluated and redesigned to meet all Common Core expectations. As Saint Johns County instructors, our teachers are trained through the district Common Core initiatives to enhance reading across the curriculum.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

All FLVS courses have real life applications built into the curriculum.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Each student meets with a guidance counselor to discuss the necessary path of instruction that will begin the path to success in their career of choice. All underclassmen are placed in courses according to their customized learning path as well as their chosen major.

Strategies for improving student readiness for the public postsecondary level

At present, that report does not exist for Saint Johns Virtual School.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	69%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic				
White	81%	68%	No	83%
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Achievement Level 4	15	52%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	15	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		80%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	11	45%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	75%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic				
White	85%	75%	No	87%
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	14	69%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	[data excluded for privacy reasons]		50%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		50%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		50%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	75%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic				
White	85%	75%	No	87%
English language learners				
Students with disabilities				
Economically disadvantaged				

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	14	69%	75%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	11	45%	70%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		42%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		42%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		45%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		75%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		3
Participation in STEM-related experiences provided for students	0	0%	25%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		60
Students taking CTE-STEM industry certification exams	0	0%	30%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	75%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	30%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	30%
Passing rate (%) for students who take CTE industry certification exams		0%	75%
CTE program concentrators	0	0%	50%
CTE teachers holding appropriate industry certifications	0	0%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	9	18%	15%
Students who fail a mathematics course	2	4%	4%
Students who fail an English Language Arts course	1	2%	2%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	13	19%	15%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	11	16%	10%
Students with grade point average less than 2.0	2	3%	2%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	7%	5%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	28	73%	75%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent Participation in School Sponsored Events will be at least 40%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
40% Participation in Open House and Orientation Events	25	22%	40%

Area 10: Additional Targets**Additional targets for the school**

Through Community Service Activities, St. Johns Virtual students will exhibit strong character in the areas of Citizenship and Caring. These Community Service coordinated activities will take place on a quarterly basis and will be open to all high school students.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
At least 25% of SJVS students will participate as a group in the coordinated Community Service events.	0	0%	25%

Goals Summary

- G1.** Student will show increased level of writing proficiency through mastery of skills gained in quarterly writing workshops.
- G2.** Students enrolled in Middle School Mathematics will show an increase in learning gains through small group intervention opportunities and increased student monitoring.
- G3.** Virtual students will be given the opportunity to participate in hands-on Science activities through district science fair, field trips, and community service activities in an effort to raise science awareness and understanding.

Goals Detail

G1. Student will show increased level of writing proficiency through mastery of skills gained in quarterly writing workshops.

Targets Supported

- Writing

Resources Available to Support the Goal

- Study Island WRITES!! Write Source 6 Traits Writing Process

Targeted Barriers to Achieving the Goal

- Increased technology usage weakens manuscript skills.

Plan to Monitor Progress Toward the Goal

Mini Workshops to establish minimim criteria expectations for FCAT Writes Mastery.

Person or Persons Responsible

All students who are taking the FCAT Writes.

Target Dates or Schedule:

Mini writing workshop review of student produced documentation

Evidence of Completion:

Increased FCAT Writes Scores

G2. Students enrolled in Middle School Mathematics will show an increase in learning gains through small group intervention opportunities and increased student monitoring.

Targets Supported

Resources Available to Support the Goal

- Instructor Led Tutoring Sessions

Targeted Barriers to Achieving the Goal

- Virtual Students are reluctant to attend Face-to-Face meetings or lack transportation.

Plan to Monitor Progress Toward the Goal

Student learning gains indicated on FCAT Mathematics

Person or Persons Responsible

Twila Powers

Target Dates or Schedule:

Upon receipt of FCAT 2014 Spring Test results

Evidence of Completion:

Student learning gains will be compared to prior year to see if our program is showing stronger student success.

G3. Virtual students will be given the opportunity to participate in hands-on Science activities through district science fair, field trips, and community service activities in an effort to raise science awareness and understanding.

Targets Supported

- Science - Middle School
- Science - High School

Resources Available to Support the Goal

- District Science Curriculum Expert SJVS Science Instructors NASA Space organization

Targeted Barriers to Achieving the Goal

- Bringing virtual students together in a Face-to-Face setting for science based activities.

Plan to Monitor Progress Toward the Goal

Monitor actual field trip and science fair completion and participation.

Person or Persons Responsible

Twila Powers

Target Dates or Schedule:

End of Year Review with Science Instructor

Evidence of Completion:

Field Trip Log, Participation Report, Reflection Log, Science Fair Participation Report

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student will show increased level of writing proficiency through mastery of skills gained in quarterly writing workshops.

G1.B1 Increased technology usage weakens manuscript skills.

G1.B1.S1 The Language Arts Instructor will work with students in mini-writing workshops prior to FCAT Writes Assessment to strengthen pencil to paper skills.

Action Step 1

Materials for Mini-Writing Workshops

Person or Persons Responsible

Mr. Vasiliades and Ms. Powers

Target Dates or Schedule

January and February, prior to FCAT Writes

Evidence of Completion

Student Workshop materials, FCAT Writes Scores

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

Monitoring student participation and achievement in Mini-Writing Workshops

Person or Persons Responsible

Twila Powers

Target Dates or Schedule

During the Writing process and when FCAT Scores are returned.

Evidence of Completion

Student work and participation in FCAT Writes

Plan to Monitor Effectiveness of G1.B1.S1

Review of Student Workshop Materials; Review FCAT Writes Scores

Person or Persons Responsible

Twila Powers

Target Dates or Schedule

During the Workshop student effectiveness will be monitored. Student FCAT Writes data will be reviewed upon receipt.

Evidence of Completion

Student Generated work will show work during the workshop process. Student FCAT Writes scores will show marked improvement from prior years data.

G2. Students enrolled in Middle School Mathematics will show an increase in learning gains through small group intervention opportunities and increased student monitoring.

G2.B1 Virtual Students are reluctant to attend Face-to-Face meetings or lack transportation.

G2.B1.S1 Weekly tutoring sessions will be held at FCTC Building 1 which is a convenient location to the largest population of our lower quartile students. These afternoon sessions will be available from 1pm to 4pm which should allow parents a better window of opportunity for assistance. Students who are unable to attend will have Eluminate Learning sessions made available to them with tips and strategies for math success.

Action Step 1

Tutoring Workshops through Face-to-Face and Eluminate

Person or Persons Responsible

Louise Bowman

Target Dates or Schedule

Wednesday afternoons 1pm-4pm; Eluminate sessions will be recorded and shared.

Evidence of Completion

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

Facilitator:

Kim Funchess-FLVS Professional Development Trainer

Participants:

Louise Bowman

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

Monitoring of weekly attendance of face-to-face tutoring opportunities; monitoring of attendance for live eliminate tutoring sessions.

Person or Persons Responsible

Twila Powers

Target Dates or Schedule

Monthly data review

Evidence of Completion

Monthly face-to-face tutoring attendance reflection and Eliminate lesson reflection

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring for increased student understanding in math concepts.

Person or Persons Responsible

Louise Bowman; Twila Powers

Target Dates or Schedule

Monthly progress updates

Evidence of Completion

Student achievement in course; student achievement on FCAT Mathematics.

G3. Virtual students will be given the opportunity to participate in hands-on Science activities through district science fair, field trips, and community service activities in an effort to raise science awareness and understanding.

G3.B1 Bringing virtual students together in a Face-to-Face setting for science based activities.

G3.B1.S1 Organize high interest field trips for multi-grade levels at no cost to students.

Action Step 1

Organize 2-3 high interest field trips for student participation.

Person or Persons Responsible

Mary Maddox

Target Dates or Schedule

2nd, 3rd, and 4th quarter.

Evidence of Completion

Students field trip participation report.

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

Student engagement and participation in subsequent opportunities.

Person or Persons Responsible

Twila Powers

Target Dates or Schedule

As field trips are completed.

Evidence of Completion

Participation should increase with each comparable opportunity.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor student reflection on activity and participation log

Person or Persons Responsible

Twila Powers

Target Dates or Schedule

Upon completion of each field trip activity.

Evidence of Completion

Student reaction and response will be noted. Student participation levels should increase.

G3.B1.S2 Make science fair participation a component of the grade for the virtual course.

Action Step 1

Once Science Fair material is shared with student, encourage participation through grade improvement opportunities.

Person or Persons Responsible

Mary Maddox

Target Dates or Schedule

As a part of course requirements

Evidence of Completion

Student Science Projects will be completed and graded.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Number of students participating in the county Science Fair from SJVS

Person or Persons Responsible

Mary Maddox; Twila Powers

Target Dates or Schedule

Based on SJSCD Science Fair deadlines

Evidence of Completion

Number of Successful Student Science Fair Projects

Plan to Monitor Effectiveness of G3.B1.S2

SJVS Student participation in SJCSO Science Fair

Person or Persons Responsible

Mary Maddox

Target Dates or Schedule

Upon Completion of County Science Fair

Evidence of Completion

SJVS will have active participation in the SJCSO Science Fair.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Students enrolled in Middle School Mathematics will show an increase in learning gains through small group intervention opportunities and increased student monitoring.

G2.B1 Virtual Students are reluctant to attend Face-to-Face meetings or lack transportation.

G2.B1.S1 Weekly tutoring sessions will be held at FCTC Building 1 which is a convenient location to the largest population of our lower quartile students. These afternoon sessions will be available from 1pm to 4pm which should allow parents a better window of opportunity for assistance. Students who are unable to attend will have Eluminate Learning sessions made available to them with tips and strategies for math success.

PD Opportunity 1

Tutoring Workshops through Face-to-Face and Eluminate

Facilitator

Kim Funchess-FLVS Professional Development Trainer

Participants

Louise Bowman

Target Dates or Schedule

Wednesday afternoons 1pm-4pm; Eluminate sessions will be recorded and shared.

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student will show increased level of writing proficiency through mastery of skills gained in quarterly writing workshops.	\$25
G3.	Virtual students will be given the opportunity to participate in hands-on Science activities through district science fair, field trips, and community service activities in an effort to raise science awareness and understanding.	\$200
Total		\$225

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
St. Johns Virtual School Budget Line	\$25	\$0	\$25
SJVS Budget Lines	\$0	\$200	\$200
Total	\$25	\$200	\$225

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Student will show increased level of writing proficiency through mastery of skills gained in quarterly writing workshops.

G1.B1 Increased technology usage weakens manuscript skills.

G1.B1.S1 The Language Arts Instructor will work with students in mini-writing workshops prior to FCAT Writes Assessment to strengthen pencil to paper skills.

Action Step 1

Materials for Mini-Writing Workshops

Resource Type

Evidence-Based Program

Resource

6 Traits Mini-Workshop Writing Materials

Funding Source

St. Johns Virtual School Budget Line

Amount Needed

\$25

G3. Virtual students will be given the opportunity to participate in hands-on Science activities through district science fair, field trips, and community service activities in an effort to raise science awareness and understanding.

G3.B1 Bringing virtual students together in a Face-to-Face setting for science based activities.

G3.B1.S1 Organize high interest field trips for multi-grade levels at no cost to students.

Action Step 1

Organize 2-3 high interest field trips for student participation.

Resource Type

Other

Resource

Miscellaneous expenses incurred with field trip opportunities

Funding Source

SJVS Budget Lines

Amount Needed

\$200