

St. Johns County School District

St. Johns Virtual Franchise



2018-19 Schoolwide Improvement Plan

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St. Johns Virtual Franchise

2980 COLLINS AVE, St Augustine, FL 32084

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	1%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	I*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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 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: School Information

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 Leadership Team

Membership

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

Name	Title
Eisen, Michael	Assistant Principal
Jones, Kathy	Administrative Support
Williams, Cynthia	Principal
Kline, Elizabeth	Teacher, K-12
Erskine, Ryan	Registrar
Scott, Melissa	School Counselor
McCullough, Emily	Teacher, K-12
Livingood, Lindsay	Teacher, K-12

Duties

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

Principal-St. Johns Virtual School-Instructional Leadership and progress monitoring.

Program Coordinator - Serves as the district liaison for virtual and blended instruction as well as credit recovery. Monitors student progress and communicates with stakeholders. The principal ensures that all staff comply with the district-wide school site standards.

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

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

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

Teacher grades 3-4/SAC Chair. Coordinates stakeholders and brings topics to the SAC team meetings.

Lead teacher. Provides instructional support to teachersLead teacher. Provides instructional support to teachers

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.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Date this data was collected

Tuesday 7/24/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	2	2	3	1	10
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	4	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	0	0	0	1	0	2

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

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	2	2	3	1	10
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	4	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	0	0	0	1	0	2

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The Math learning gains performed the lowest at 57% of students making learning gains in math. Yes, it is a trend that occurred in 2018 and 2017 for SJVS. It is also a trend for being a low data component at the district and state level with all averages being under 60% for math learning gains.

Which data component showed the greatest decline from prior year?

The ELA lowest 25% showed the greatest decline from the prior year. SJVS went from 91% to 85% in this data component from 2017 to 2018.

Which data component had the biggest gap when compared to the state average?

The data component with the biggest gap was ELA achievement. The state average for 2018 was 56% while SJVS had an average of 97%. Math Learning Gains was the area in which we were closest to the state average, at 9% above the state average.

Which data component showed the most improvement? Is this a trend?

Math lowest 25th percentile showed the most improvement. In 2017, the school average was 63% and in 2018 it improved to 82%.

Describe the actions or changes that led to the improvement in this area.

To improve our math learning gains we used PLCs, teacher collaboration, and more direct instruction and remediation in the online classroom (Blackboard).

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	97%	67%	56%	87%	71%	52%
ELA Learning Gains	71%	59%	53%	65%	56%	46%
ELA Lowest 25th Percentile	85%	52%	44%	64%	48%	38%
Math Achievement	86%	66%	51%	80%	68%	43%
Math Learning Gains	57%	55%	48%	60%	51%	39%
Math Lowest 25th Percentile	82%	52%	45%	90%	45%	38%
Science Achievement	92%	78%	67%	81%	88%	65%
Social Studies Achievement	100%	81%	71%	100%	85%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (0)	0 (2)	0 (2)	0 (2)	0 (3)	0 (1)	0 (10)
One or more suspensions	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	0 (1)	0 (0)	0 (2)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (4)	0 (0)	0 (4)
Level 1 on statewide assessment	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (2)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	89%	71%	18%	52%	37%
	2017	83%	73%	10%	52%	31%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	93%	70%	23%	51%	42%
	2017	88%	74%	14%	52%	36%
Same Grade Comparison		5%				
Cohort Comparison		10%				
08	2018	100%	76%	24%	58%	42%
	2017	100%	74%	26%	55%	45%
Same Grade Comparison		0%				
Cohort Comparison		12%				
09	2018	100%	74%	26%	53%	47%
	2017	100%	74%	26%	52%	48%
Same Grade Comparison		0%				
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2018	100%	76%	24%	53%	47%
	2017	80%	73%	7%	50%	30%
Same Grade Comparison		20%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	83%	73%	10%	52%	31%
	2017	92%	73%	19%	51%	41%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2018	83%	80%	3%	54%	29%
	2017	81%	80%	1%	53%	28%
Same Grade Comparison		2%				
Cohort Comparison		-9%				
08	2018	88%	73%	15%	45%	43%
	2017	100%	75%	25%	46%	54%
Same Grade Comparison		-12%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	88%	75%	13%	50%	38%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	84%	8%	65%	27%
2017	90%	86%	4%	63%	27%
Compare		2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	89%	11%	71%	29%
2017	93%	90%	3%	69%	24%
Compare		7%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	87%	13%	68%	32%
2017	90%	86%	4%	67%	23%
Compare		10%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	79%	13%	62%	30%
2017	94%	78%	16%	60%	34%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	77%	8%	56%	29%
2017	83%	78%	5%	53%	30%
Compare		2%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	98	73	91	84	60		89	100		84	19
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	89	61		82	58	58	82	88		80	65

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	85% of students will make ELA learning gains
Rationale	Based on the data, 71% of SJVS students made ELA learning gains in 2018. Compared to other data components, this number is significantly lower and follows a pattern of lower ELA learning gains in 2017 also. Working to increase ELA learning gains will have a positive impact on student success.
Intended Outcome	The intended outcome is to increase ELA learning gains to 85% or higher for the 2018-2019 school year.
Point Person	Michael Eisen (michael.eisen@stjohns.k12.fl.us)
Action Step	
Description	SJVS will continue to use PLCs and teacher collaboration to meet the needs of ELA students. We will also use direct instruction time in the online classroom (Blackboard) to work with struggling students. Lastly, students will receive face to face instruction during scheduled academic days. These will be required for students that need additional support from a teacher or help getting back on track.
Person Responsible	Michael Eisen (michael.eisen@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Progress monitoring will be used to keep track of students' grades and pace. Teacher input and communication will also be used to monitor student achievement in ELA. Lastly, observations will be made by administration during direct instruction time and academic days.
Person Responsible	Michael Eisen (michael.eisen@stjohns.k12.fl.us)

Activity #2	
Title	85% of students will make math learning gains
Rationale	Based on the data, 57% of SJVS students made math learning gains in 2018. Compared to other data components, this number is significantly lower and follows a pattern of lower math learning gains in 2017 also. Working to increase learning gains in math will have a positive impact on student success.
Intended Outcome	85% of students will make learning gains.
Point Person	Michael Eisen (michael.eisen@stjohns.k12.fl.us)
Action Step	
Description	SJVS will continue to use PLCs and teacher collaboration to meet the needs of math students. We will also use direct instruction time in the online classroom (Blackboard) to work with struggling students. Lastly, students will receive face to face instruction during scheduled academic days. These will be required for students that need additional support from a teacher or help getting back on track.
Person Responsible	Michael Eisen (michael.eisen@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Progress monitoring will be used to keep track of students' grades and pace. Teacher input and communication will also be used to monitor student achievement in math. Lastly, observations will be made by administration during direct instruction time and academic days.
Person Responsible	Michael Eisen (michael.eisen@stjohns.k12.fl.us)

Activity #3	
Title	Increase monthly outings and incorporate Character Counts!
Rationale	Providing more socialization opportunities for students has been a concern and topic at our SAC meetings in previous years. Parents and students would like to see more opportunities for socialization. At all grade levels, incorporating the character counts pillars is something we want to focus on.
Intended Outcome	Increase the number of planned outings that are available to SJVS students and families. Communicate these outings via email, announcement pages, and the SJVS calendar. Focus each outing on the monthly character counts pillar and incorporate it into the activity or follow up activity for students.
Point Person	Michael Eisen (michael.eisen@stjohns.k12.fl.us)
Action Step	
Description	Each department will be in charge of planning an outing for their specified month. Teachers will collaborate and take input from families and SAC to plan activities and incorporate the character counts pillars. Outings will be added to the SJVS calendar and communicated to SJVS families.
Person Responsible	Michael Eisen (michael.eisen@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Participation numbers and feedback from families will be used to monitor outings and their effectiveness. Follow up activities that incorporate the character counts pillars can also be used to gauge how the students feel about the outings and activities involved. At the end of each semester, department teams will discuss any changes that need to be made to make these socialization opportunities better for SJVS families.
Person Responsible	Michael Eisen (michael.eisen@stjohns.k12.fl.us)