St. Johns Virtual Instructional Program

2018-19 Schoolwide Improvement Plan

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St. Johns Virtual Instructional Program

2980 COLLINS AVE, St. Augustine, FL 32084

www-sjvs.stjohns.k12.fl.us

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)
Combination School KG-12	No	2%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	11%

School Grades History

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

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
Erskine, Ryan	Registrar
Kline, Elizabeth	Teacher, K-12
Scott, Melissa	School Counselor
Williams, Cynthia	Principal
Jones, Kathy	Administrative Support

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.
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	0	0	0	

Date this data was collected

Thursday 8/30/2018

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?

ELA learning gains and and ELA lowest 25th Percentile performed the lowest at 0% for both. The lowest 25th % is a trend because we also had 0% in this data component for 2017.

Which data component showed the greatest decline from prior year?

ELA learning gains showed the greatest decline from the prior year. In 2017 we had 86% of students make learning gains while in 2018 we had 0%.

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

The biggest positive gap was in ELA achievement where we had 94% and the state average was 60%. Math Learning Gains was the closest to the state average at 2% above the state average.

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

Math Achievement shows the most improvement with a 63% achievement average in 2017 and an 84% achievement average in 2018.

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

To improve our math achievement levels 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	94%	72%	60%	64%	77%	55%
ELA Learning Gains	0%	62%	57%	50%	63%	54%
ELA Lowest 25th Percentile	0%	62%	52%	0%	55%	49%
Math Achievement	84%	76%	61%	38%	79%	56%
Math Learning Gains	60%	65%	58%	19%	65%	54%
Math Lowest 25th Percentile	0%	68%	52%	0%	70%	48%
Science Achievement	0%	73%	57%	0%	81%	52%
Social Studies Achievement	0%	85%	77%	0%	92%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													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 (0)	0 (0)	0 (2)	0 (2)	0 (2)	0 (3)	0 (1)	0 (10)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	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 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (4)	0 (0)	0 (4)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	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
03	2018	0%	78%	-78%	57%	-57%
	2017	0%	80%	-80%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	74%	-74%	56%	-56%
	2017	82%	74%	8%	56%	26%
Same Grade Comparison		-82%				
Cohort Comparison		0%				
05	2018	0%	73%	-73%	55%	-55%
	2017	92%	75%	17%	53%	39%
Same Grade Comparison		-92%				
Cohort Comparison		-82%				
06	2018					
	2017					
Cohort Comparison		-92%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					

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ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	0%	80%	-80%	62%	-62%
	2017	0%	80%	-80%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	83%	-83%	62%	-62%
	2017	73%	82%	-9%	64%	9%
Same Grade Comparison		-73%				
Cohort Comparison		0%				
05	2018	0%	79%	-79%	61%	-61%
	2017	50%	80%	-30%	57%	-7%
Same Grade Comparison		-50%				
Cohort Comparison		-73%				
06	2018					
	2017					
Cohort Comparison		-50%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	0%	73%	-73%	55%	-55%
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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	93			80							

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	88	80		59	50						

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, 0% 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 and remediation in the online classroom (Blackboard) to work with struggling students.
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 and remediation times.
Person Responsible	[no one identified]

Activity #2	
Title	85% of student will make math learning gains
Rationale	Based on the data, 60% 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 and remediation in the online classroom (Blackboard) to work with struggling students.
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 and remediation time.
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)