

St. Johns County School District

St. Johns Virtual Instructional Program



2019-20 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 6 |
| Planning for Improvement | 12 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

St. Johns Virtual Instructional Program

2980 COLLINS AVE, St. Augustine, FL 32084

www-sjvs.stjohns.k12.fl.us

Demographics

Principal: Ryan Erskine

Start Date for this Principal: 8/15/2019

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | No |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 0% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History | 2018-19: A (76%) 2017-18: A (79%) 2016-17: A (66%) 2015-16: C (43%) 2014-15: A (81%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the St. Johns County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 6 |
| Planning for Improvement | 12 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

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) | 2018-19 Title I School | 2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A | C |

School Board Approval

This plan was approved by the St. Johns County School Board on 10/1/2019.

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 | Job Duties and Responsibilities |
|-------------------|------------------------|--|
| Eisen, Michael | Assistant Principal | Program Coordinator - serves as the district liaison for virtual and blended instruction as well as credit recovery. Monitors student progress and communicates with stakeholders. |
| Erskine, Ryan | Registrar | Registrar - serves SJVS by registering and placing students. The registrar creates the master schedule. |
| Scott, Melissa | School Counselor | Counselor - meets with families and students to discuss expectations, review applications, and monitor student progress. |
| Williams, Cynthia | Principal | Principal - St. Johns Virtual School - Instructional leadership and progress monitoring. |
| Jones, Kathy | Administrative Support | Data Operator - coordinates district communication through the district data management system. |
| Sikes, Christine | Teacher, K-12 | Teacher grades 6-12/SAC Chair - coordinates stakeholders and brings topics to the SAC team meetings. |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 96% | 84% | 61% | 88% | 84% | 57% |
| ELA Learning Gains | 63% | 67% | 59% | 86% | 68% | 57% |
| ELA Lowest 25th Percentile | 0% | 61% | 54% | 0% | 70% | 51% |
| Math Achievement | 74% | 88% | 62% | 63% | 88% | 58% |
| Math Learning Gains | 55% | 71% | 59% | 44% | 73% | 56% |
| Math Lowest 25th Percentile | 0% | 66% | 52% | 0% | 70% | 50% |
| Science Achievement | 90% | 77% | 56% | 50% | 79% | 53% |
| Social Studies Achievement | 0% | 95% | 78% | 0% | 95% | 75% |

| 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 | | |
| Number of students enrolled | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Attendance below 90 percent | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (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 (0) | 0 (0) | 0 (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 (0) | 0 (0) | 0 (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 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

Grade Level Data
 NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.
 NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 0% | 78% | -78% | 58% | -58% |
| | 2018 | 0% | 78% | -78% | 57% | -57% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 100% | 77% | 23% | 58% | 42% |
| | 2018 | 0% | 74% | -74% | 56% | -56% |
| Same Grade Comparison | | 100% | | | | |
| Cohort Comparison | | 100% | | | | |
| 05 | 2019 | 100% | 76% | 24% | 56% | 44% |
| | 2018 | 0% | 73% | -73% | 55% | -55% |
| Same Grade Comparison | | 100% | | | | |
| Cohort Comparison | | 100% | | | | |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 10 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 0% | 82% | -82% | 62% | -62% |
| | 2018 | 0% | 80% | -80% | 62% | -62% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 80% | 82% | -2% | 64% | 16% |
| | 2018 | 0% | 83% | -83% | 62% | -62% |
| Same Grade Comparison | | 80% | | | | |
| Cohort Comparison | | 80% | | | | |
| 05 | 2019 | 71% | 80% | -9% | 60% | 11% |
| | 2018 | 0% | 79% | -79% | 61% | -61% |
| Same Grade Comparison | | 71% | | | | |
| Cohort Comparison | | 71% | | | | |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 71% | 73% | -2% | 53% | 18% |
| | 2018 | 0% | 73% | -73% | 55% | -55% |
| Same Grade Comparison | | 71% | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| WHT | 95 | 63 | | 75 | 53 | | | | | | |

| 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 | | | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 76 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 378 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100% |

Subgroup Data

Students With Disabilities

| | |
|---|-----|
| Federal Index - Students With Disabilities | |
| Students With Disabilities Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

English Language Learners

| | |
|--|-----|
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

Native American Students

| | |
|---|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

Asian Students

| | |
|---|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|--|-----|
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 72 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The Math Learning Gains performed the lowest at 61% of students making learning gains in math. Yes, it is a trend that occurred in 2017 and 2018 both for SJVS and the state.

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

The Math Lowest 25th Percentile showed the greatest decline from the prior year. SJVS went from 82% to a 69%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the biggest gap was Math and ELA achievement. The state average for ELA achievement was 56% and 51% for math. SJVS had a average of 92% for ELA achievement and 87% for Math. The area in which we were the closest to the state average was Science. SJVS scored 81% in Science achievement, 13% higher than the state.

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

Math Learning Gains showed the most improvement from 57% to 61%. Although SJVS is primarily a virtual program, math teachers provided more face to face learning opportunities for math students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Not applicable.

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

1. Math Learning Gains
2. ELA Learning Gains
3. Providing socialization and Character Counts opportunities for SJVS students.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|--|
| #1 | |
| Title | 85% of the Lowest Quartile students will make ELA learning gains |
| Rationale | Based on the data, 76% of SJVS's lowest quartile students made ELA learning gains in 2019. Compared to other data components, this number is lower and follows a patten or lower ELA learning gains in previous years. Working to increase ELA learning gains will have a positive impact on student success. |
| State the measurable outcome the school plans to achieve | The outcome is to increase ELA learning gains of 85% or more of the students in the lowest quartile for the 2019-2020 school year. |
| Person responsible for monitoring outcome | Michael Eisen (michael.eisen@stjohns.k12.fl.us) |
| Evidence-based Strategy | SJVS teachers will use Professional Learning Communities. |
| Rationale for Evidence-based Strategy | SJVS teachers will participate in Professional Learning Communities (PLCs) both in content area groups and in grade level groups to increase levels of expertise in teaching in an online environment. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Teachers will meet at least twice a month in PLC groups. 2. Teachers will collaborate to target the needs of students in the lowest 25% of ELA scores as determined by FSA. 3. Teachers will utilize direct instruction time in the online classroom (Blackboard) to work with struggling students. 4. Students who are struggling will also receive face-to-face instruction during bi-monthly Academic days. 5. Supplemental ELA instruction (IXL) has been purchased to student practice of targeted reading and writing skills. |
| Person Responsible | Michael Eisen (michael.eisen@stjohns.k12.fl.us) |

| | |
|---|--|
| #2 | |
| Title | 85% of the Lowest Quartile students will make math learning gains |
| Rationale | Based on the data, 69% of SJVS's lowest quartile students made math learning gains in 2019. Compared to other data components, this number is lower and follows a pattern of lower math learning gains in previous years. Working to increase math learning gains will have a positive impact on student success. |
| State the measurable outcome the school plans to achieve | The outcome is to increase math learning gains of 85% or more of the students in the lowest quartile for the 2019-2020 school year. |
| Person responsible for monitoring outcome | Michael Eisen (michael.eisen@stjohns.k12.fl.us) |
| Evidence-based Strategy | SJVS teachers will use Professional Learning Communities. |
| Rationale for Evidence-based Strategy | SJVS teachers will participate in Professional Learning Communities (PLCs) both in content area groups and in grade level groups to increase levels of expertise in teaching in an online environment. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Teachers will meet at least twice a month in PLC groups. 2. Teachers will collaborate to target the needs of students in the lowest 25% of math scores as determined by FSA. 3. Teachers will utilize direct instruction time in the online classroom (Blackboard) to work with struggling students. 4. Students who are struggling will also receive face-to-face instruction during bi-monthly Academic days. 5. Supplemental math instruction (IXL) has been purchased to student practice of targeted reading and writing skills. |
| Person Responsible | Michael Eisen (michael.eisen@stjohns.k12.fl.us) |

| | |
|---|--|
| #3 | |
| Title | Increase student interaction through the use of grade-level homerooms, which incorporate Character Counts! |
| Rationale | Providing more socialization opportunities for students has been a concern and topic at our SAC meetings in previous years. At all grade levels, incorporating the Character Counts! pillars is something our school wants to focus on. |
| State the measurable outcome the school plans to achieve | The intended outcome is to add monthly homeroom meetings for all full-time SJVS students. These online meetings will allow students to interact and build relationships with each other and their teachers. SJVS will also increase the number of planned outings for SJVS students and families. These outings will be communicated through email, announcement pages, and the SJVS website. Outings and homeroom meetings will focus on Character Counts! pillars and will include follow-up activities. |
| Person responsible for monitoring outcome | Michael Eisen (michael.eisen@stjohns.k12.fl.us) |
| Evidence-based Strategy | Full-time SJVS students will participate in the monthly homeroom meetings via the online classroom (Blackboard). Outings will be provided throughout the year for student socialization and learning opportunities. |
| Rationale for Evidence-based Strategy | By participating in monthly homerooms with their peers, students will feel more connected to their teachers and to their classmates. These monthly meetings, along with scheduled outings will provide extended learning opportunities as well as the ability of focus on the Character Counts! pillars. |
| Action Step | |
| Description | Each full-time teacher will be assigned a homeroom of students at one of the grade levels for which they provide instruction. Teachers will work together to design monthly meetings that engage students in social-emotional learning opportunities and celebrate student success by focusing on the Character Counts! pillars. In addition, each department will strive to plan one outing for the school year. These outings will be added to the SJVS website and communicated via email and teacher announcement pages. |
| Person Responsible | [no one identified] |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).