

St. Johns Virtual Franchise



2014-15 School Improvement Plan

St. Johns Virtual Franchise

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

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

5%

Alternative/ESE Center

No

Charter School

No

Minority

13%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

NOT GRADED

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

St. Johns Virtual School believes the foundation to success is to ensure that all students are provided with individualized instruction through engaging, challenging, and meaningful work built upon positive relationships, in a non threatening learning environment that creates value for individual responsibility.

Provide the school's vision statement

St. Johns Virtual School is committed to creating a state of the art, student centered virtual environment where students will be empowered to become life long learners.

School Environment

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Student progress is frequently monitored by the SJVS guidance counselor, Michele "Susie" Ankrom and the SJVS Program Coordinator, Michael Eisen, and SJVS teachers to make sure students are maintaining a pace that promotes consistent learning. If a student falls behind pace or demonstrates academic decline, a meeting is scheduled to re-evaluate the student's placement. Students are also given a 28 day grace period. If a student withdraws from a course/courses during the grace period, they are removed with no academic penalty.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

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

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

In addition to the criteria mentioned above, the students will have their progress and academic success monitored by both the Program Coordinator and the Guidance Counselor. Attendance is measured in terms of student progress and pace.

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

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

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

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

Indicator	Grade Level 12	Total
Students exhibiting two or more indicators	1	1

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

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Community outreach will be a priority for SJVS for the 2014-2015 school year. We have already hosted 2 open houses where families can meet thier child's teachers. An orientation was also created to introduce home school families to the support they can receive from SJVS. Our staff has also visited local schools to answer questions from students and administration regarding SJVS.

We will bring our community outreach to district stakeholders to inform them of the services SJVS offers. We also plan to pursue CTE courses where students can receive certifications upon completion. This goal will require the coordination of community partners.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

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

Duties

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

Michael Eisen--Program Coordinator
Melissa Kowieski - Registrar
Kathy Jones--Recorder
Susie Ankrom--Counselor/Student advocate
Mary Maddox - SAC Chair

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

SJVS is able to maximize desired student outcomes through the use of our mastery model. Students are able to resubmit assignments based on teacher feedback. Students and teachers are encouraged to embrace technology to increase communication and instruction. Teachers will text message to

meet the family's communication needs and use virtual classrooms through Blackboard Collaborate to provided distance learning. Students are able to work according a schedule that will allow them the greatest success.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

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

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the end of the 2013-2014 stakeholder surveys were analyzed for strenghts and weaknesses. Feedback was used to guide goalsetting for the 2014-2015 school year.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Currently, SJVS does not receive SAC funds. The cost for the goals set for the 2014-2015 school (Blackboard Collaborate accounts, Teacher training) year have already been incorporated in the contract costs with FLVS.

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

Currently, SJVS does not receive SAC funds. The cost for the goals set for the 2014-2015 school (Blackboard Collaborate accounts, Teacher training) year have already been incorporated in the contract costs with FLVS.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Eisen, Michael	Other
Maddox, Mary	Teacher, K-12
Reimer, Morgan	Teacher, K-12
Solomon, Kristine	Teacher, K-12
Vasiliades, Nick	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The SJVS curriculum has a high level of rigor due to the quantity of text. During direct instruction, teachers will reinforce reading strategies and Common Core skills used to find evidence in the text to justify student responses. the Literacy Leadership Team will also sponsor activites such as "Book Battles" to promote literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers will be involved in 2 book studies in which they will share and discuss strategies and best practices. Our full time teachers will also participate in Florida Virtual School's Momentum conference which focuses on succesful online instruction. Both full time and part time teachers will recieve monthly professional development where they will work in small groups to increase efficiency, customer service, and knowlege in their subject areas. Teachers will also be able to recognize one another through our referral program which recognizes teacher contributions.

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

SJVS will continue to work with the curriculum department to identify teachers who would be a good fit for joining SJVS in a part time capacity. We will continue to work with FLVS to have teachers trained in an efficient manner to help with student demand. Once on board teachers are paired with mentors who will guide them towards success.

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

Our mentoring program is based on a strength based system which will allow the SJVS coordinator to partner mentors and mentees based on the mentor's strengths, subject area, and the mentee's areas of growth.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

Teacher representatives from each course and or grade level will meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** SJVS math students will demonstrate an increased level of subject mastery through the introduction of virtual direct instruction, leading to a 10% increase in the number of students achieving learning gains in math.
- G2.** SJVS will demonstrate greater community involvement with district stakeholders by initiating community outreach opportunities to increase enrollment by 15%, establish stronger relationships with district schools, and learn best practices by visiting established virtual programs around the state.
- G3.** 60% of SJVS students will meet or exceed grade level standards on the Florida Standards Assessment text based writing through quarterly virtual instruction writing workshops.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. SJVS math students will demonstrate an increased level of subject mastery through the introduction of virtual direct instruction, leading to a 10% increase in the number of students achieving learning gains in math. **1a**

 G036312

Targets Supported **1b**

Indicator	Annual Target
Math Gains	79.0

Resources Available to Support the Goal **2**

- Virtual Classrooms via Blackboard Collaborate, Talented faculty

Targeted Barriers to Achieving the Goal **3**

- Student attendance, training

Plan to Monitor Progress Toward G1. **8**

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

Person Responsible

Michael Eisen


Schedule

Monthly, from 10/1/2014 to 6/30/2015

Evidence of Completion

Increased number of SJVS math students making learning gains.

G2. SJVS will demonstrate greater community involvement with district stakeholders by initiating community outreach opportunities to increase enrollment by 15%, establish stronger relationships with district schools, and learn best practices by visiting established virtual programs around the state. 1a

 G036313

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal 2

- Faculty, Increased staff (registrar & guidance counselor)

Targeted Barriers to Achieving the Goal 3

- Time & Travel

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Michael Eisen

Schedule

Quarterly, from 10/15/2014 to 6/30/2015

Evidence of Completion

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

G3. 60% of SJVS students will meet or exceed grade level standards on the Florida Standards Assessment text based writing through quarterly virtual instruction writing workshops. 1a

Targets Supported

1b

G036314

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Blackboard Collaborate, Faculty

Targeted Barriers to Achieving the Goal 3

- Attendance

Plan to Monitor Progress Toward G3. 8

Attendance will be monitored with each quarterly workshop session

Person Responsible

Michael Eisen

Schedule

Quarterly, from 10/30/2014 to 6/30/2015

Evidence of Completion

Workshop attendance. Student writing scores.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy


1 = Problem Solving Step  **S123456** = Quick Key

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

1

 **G036312**

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

 **B110389**

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

 **S121850**

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Michael Eisen

Schedule

Monthly, from 10/15/2014 to 6/30/2015

Evidence of Completion

Teachers will receive accounts and training by October 15th. Attendance will be taken.

Action Step 2 5

SJVS teachers will provide large group direct instruction monthly.

Person Responsible

Michael Eisen

Schedule

Monthly, from 11/3/2014 to 6/30/2015

Evidence of Completion

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

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

SJVS teachers will record their direct instruction sessions.

Person Responsible

Michael Eisen

Schedule

Monthly, from 10/1/2014 to 6/30/2015

Evidence of Completion

SJVS teachers will send the program coordinator a copy of their recorded session.

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

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

Person Responsible

Michael Eisen


Schedule

Monthly, from 10/1/2014 to 6/30/2015


Evidence of Completion

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


G2. SJVS will demonstrate greater community involvement with district stakeholders by initiating community outreach opportunities to increase enrollment by 15%, establish stronger relationships with district schools, and learn best practices by visiting established virtual programs around the state. 1

 G036313

G2.B1 Time & Travel 2

 B086920

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

 S097644

Strategy Rationale

Increase enrollment with homeschooled students in St. Johns County.

Action Step 1 5

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

Person Responsible

Michael Eisen

Schedule

Quarterly, from 10/15/2014 to 6/30/2015

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Michael Eisen

Schedule

Semiannually, from 10/15/2014 to 6/12/2015

Evidence of Completion

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

Quarterly Reports created for review.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 10/15/2014 to 6/30/2015

Evidence of Completion

Quarterly review of events attended with director Denise Faulk.

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

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

Person Responsible

Michael Eisen


Schedule

Quarterly, from 10/15/2014 to 6/30/2015


Evidence of Completion

Spreadsheet of new SJVS students from homeschool families.

G3. 60% of SJVS students will meet or exceed grade level standards on the Florida Standards Assessment text based writing through quarterly virtual instruction writing workshops. 1

 G036314

G3.B1 Attendance 2

 B086921

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

 S097645

Strategy Rationale

We want families to make informed decisions of how attendance of the workshops would benefit their child for writing exams.

Action Step 1 5

Student attendance will be collected at the quarterly workshops to measure the correlation between attendance and student success.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 11/1/2014 to 6/30/2015

Evidence of Completion

Student attendance at writing workshops. Student writing scores.

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

Checklists will be created to make sure the workshops are properly advertised and attendance taken.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 10/30/2014 to 6/30/2015

Evidence of Completion

Checklist will be collected to make sure all steps were completed. Student attendance will be taken.

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

Student attendance will be measured against student scores.

Person Responsible

Michael Eisen

Schedule

Quarterly, from 10/31/2014 to 6/30/2015

Evidence of Completion

Attendance will be measured against student scores to measure the impact of the workshops.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	SJVS will schedule virtual meetings with homeschool groups in St. Johns County.	Eisen, Michael	10/15/2014	Student sign-in information and Teacher collected materials.; Eluminate session attendance records.	6/30/2015 quarterly
G3.B1.S1.A1	Student attendance will be collected at the quarterly workshops to measure the correlation between attendance and student success.	Eisen, Michael	11/1/2014	Student attendance at writing workshops. Student writing scores.	6/30/2015 quarterly
G1.B1.S1.A1	SJVS teachers will recieve Blackboard Collaborate accounts and receive the training necessary to help students succeed.	Eisen, Michael	10/15/2014	Teachers will recieve accounts and training by October 15th. Attendance will be taken.	6/30/2015 monthly
G1.B1.S1.A2	SJVS teachers will provide large group direct instruction monthly.	Eisen, Michael	11/3/2014	Teachers will keep attendance records for live sessions and monitor student progress.	6/30/2015 monthly
G2.B1.S1.A2	SJVS will travel to districts across the state to learn best practices and model successful programs.	Eisen, Michael	10/15/2014		6/12/2015 semiannually
G1.MA1	During the individual teacher "walkthroughs" the program coordinator and teacher will measure monthly progress.	Eisen, Michael	10/1/2014	Increased number of SJVS math students making learning gains.	6/30/2015 monthly
G1.B1.S1.MA1	SJVS teachers will meet with the program coordinator for monthly "walkthroughs".	Eisen, Michael	10/1/2014	The monthly walkthroughs will allow the teachers and the program coordinator to discuss the implementation of virtual direct instruction, provide feedback, and discuss student monitoring.	6/30/2015 monthly
G1.B1.S1.MA1	SJVS teachers will record their direct instruction sessions.	Eisen, Michael	10/1/2014	SJVS teachers will send the program coordinator a copy of their recorded session.	6/30/2015 monthly
G2.MA1	Data will be collected to show the growth in the number of homeschooled students added to SJVS.	Eisen, Michael	10/15/2014	The number of homeschooled students added will be measured against the number of homeschool students from prior years.	6/30/2015 quarterly
G2.B1.S1.MA1	Monitoring number of students added to SJVS program from homeschool families.	Eisen, Michael	10/15/2014	Spreadsheet of new SJVS students from homeschool families.	6/30/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Quarterly Reports created for review.	Eisen, Michael	10/15/2014	Quarterly review of events attended with director Denise Faulk.	6/30/2015 quarterly
G3.MA1	Attendance will be monitored with each quarterly workshop session	Eisen, Michael	10/30/2014	Workshop attendance. Student writing scores.	6/30/2015 quarterly
G3.B1.S1.MA1	Student attendance will be measured against student scores.	Eisen, Michael	10/31/2014	Attendance will be measured against student scores to measure the impact of the workshops.	6/30/2015 quarterly
G3.B1.S1.MA1	Checklists will be created to make sure the workshops are properly advertised and attendance taken.	Eisen, Michael	10/30/2014	Checklist will be collected to make sure all steps were completed. Student attendance will be taken.	6/30/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. 60% of SJVS students will meet or exceed grade level standards on the Florida Standards Assessment text based writing through quarterly virtual instruction writing workshops.

G3.B1 Attendance

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

PD Opportunity 1

Student attendance will be collected at the quarterly workshops to measure the correlation between attendance and student success.

Facilitator

Michael Eisen/Morgan Reimer

Participants

Abbatinozzi, Kelly Bailey, Sara Bowman, Louise Brawner, Amanda Blair Bruns, Robert Carn, Aaron Castle, Kathy Doemel, Debbie Fagan, Jennie Fisher, Dwaine Franke, Mat Guttinger, Victoria Hayes, Kevin Johnson, Chassity Johnson, Jodie Kilgallon, Mike Kisch, Michelle Lasseter, Lisa Maddox, Mary Narin, Matthew Newman, Johanna Prosuch, Angela Santinho, Johanna Smith, Susan Solomon, Kristine Spaedt, William Stoddard, Jeff Vasiliades, Nick White, Sarah Wright, Colby

Schedule

Quarterly, from 11/1/2014 to 6/30/2015

Technical Assistance Items

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

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

G1.B1 Student attendance, training

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

PD Opportunity 1

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

Facilitator

Michael Eisen/Morgan Reimer

Participants

Bailey, Sara Bowman, Louise Brawner, Amanda Blair Bruns, Robert Carn, Aaron Castle, Kathy Doemel, Debbie Fagan, Jennie Fisher, Dwaine Franke, Mat Guttinger, Victoria Hayes, Kevin Johnson, Chassity Johnson, Jodie Kilgallon, Mike Kisch, Michelle Lasseter, Lisa Maddox, Mary Narin, Matthew Newman, Johanna Prosuch, Angela Santinho, Johanna Smith, Susan Solomon, Kristine Spaedt, William Stoddard, Jeff Vasiliades, Nick White, Sarah Wright, Colby

Schedule

Monthly, from 10/15/2014 to 6/30/2015

Budget Rollup

Summary

Description	Total
Goal 2: SJVS will demonstrate greater community involvement with district stakeholders by initiating community outreach opportunities to increase enrollment by 15%, establish stronger relationships with district schools, and learn best practices by visiting established virtual programs around the state.	500
Grand Total	500

Goal 2: SJVS will demonstrate greater community involvement with district stakeholders by initiating community outreach opportunities to increase enrollment by 15%, establish stronger relationships with district schools, and learn best practices by visiting established virtual programs around the state.

Description	Source	Total
B1.S1.A2 - Travel expenses for visitiing virtual programs across the state.	General Fund	500
Total Goal 2		500