St. Johns Virtual Franchise

2019-20 School Improvement Plan

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St. Johns Virtual Franchise

2980 COLLINS AVE, St Augustine, FL 32084

[no web address on file]

Demographics

Principal: Cynthia Williams

Start Date for this Principal: 8/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	1%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: A 2014-15: I 2013-14: I
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Dustin Sims](#)
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
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.](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.
Jones, Kathy	Administrative Support	Data Operator - coordinates district communication through the district data management system.
Williams, Cynthia	Principal	Principal - St. Johns Virtual School - Instructional leadership and progress monitoring.
Erskine, Ryan	Registrar	Registrar - serves SJVS by registering and placing students. The registrar creates the master schedule.
Scott, Melissa	Guidance Counselor	Counselor - meets with families and students to discuss expectations, review applications, and monitor student progress.
McCullough, Emily	Teacher, K-12	Lead teacher - provides instructional support to teachers.
Livingood, Lindsay	Teacher, K-12	Lead teacher - provides instructional support to teachers.
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	92%	74%	56%	97%	67%	56%
ELA Learning Gains	66%	60%	51%	71%	59%	53%
ELA Lowest 25th Percentile	76%	50%	42%	85%	52%	44%
Math Achievement	87%	73%	51%	86%	66%	51%
Math Learning Gains	61%	58%	48%	57%	55%	48%
Math Lowest 25th Percentile	69%	55%	45%	82%	52%	45%
Science Achievement	81%	86%	68%	92%	78%	67%
Social Studies Achievement	97%	88%	73%	100%	81%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	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)
Attendance below 90 percent	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)
Course failure in ELA or Math	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)

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**
06	2019	80%	74%	6%	54%	26%
	2018	89%	71%	18%	52%	37%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2019	95%	72%	23%	52%	43%
	2018	93%	70%	23%	51%	42%
Same Grade Comparison		2%				
Cohort Comparison		6%				
08	2019	78%	71%	7%	56%	22%
	2018	100%	76%	24%	58%	42%
Same Grade Comparison		-22%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-15%				
09	2019	93%	75%	18%	55%	38%
	2018	100%	74%	26%	53%	47%
Same Grade Comparison		-7%				
Cohort Comparison		-7%				
10	2019	100%	74%	26%	53%	47%
	2018	100%	76%	24%	53%	47%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	90%	74%	16%	55%	35%
	2018	83%	73%	10%	52%	31%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	94%	80%	14%	54%	40%
	2018	83%	80%	3%	54%	29%
Same Grade Comparison		11%				
Cohort Comparison		11%				
08	2019	75%	78%	-3%	46%	29%
	2018	88%	73%	15%	45%	43%
Same Grade Comparison		-13%				
Cohort Comparison		-8%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	78%	72%	6%	48%	30%
	2018	88%	75%	13%	50%	38%
Same Grade Comparison		-10%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	85%	87%	-2%	67%	18%
2018	92%	84%	8%	65%	27%
Compare		-7%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	100%	90%	10%	71%	29%
2018	100%	89%	11%	71%	29%
Compare		0%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019	95%	88%	7%	70%	25%
2018	100%	87%	13%	68%	32%
Compare		-5%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	85%	79%	6%	61%	24%
2018	92%	79%	13%	62%	30%
Compare		-7%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019	90%	81%	9%	57%	33%
2018	85%	77%	8%	56%	29%
Compare		5%			

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 2016-17	C & C Accel 2016-17
WHT	93	66	79	88	60		84	97	33	95	45

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 2015-16	C & C Accel 2015-16
WHT	98	73	91	84	60		89	100		84	19

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	72
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
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	796
Total Components for the Federal Index	11
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

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 patter or lower ELA learning gains in previous years. Working to increase ELA learning gains will have a positive impact on student success.
State the measureable 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	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 patter or lower math learning gains in previous years. Working to increase math learning gains will have a positive impact on student success.
State the measureable 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	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 measureable 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	Michael Eisen (michael.eisen@stjohns.k12.fl.us)

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)