St. Johns Virtual Franchise

2021-22 Schoolwide Improvement Plan

Table of Contents

St. Johns Virtual Franchise

2980 COLLINS AVE, St Augustine, FL 32084

[no web address on file]

Demographics

Principal: Nigel Pillay

Start Date for this Principal: 10/11/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students
School Grades History	2020-21: (76%) 2018-19: A (72%) 2017-18: A (71%) 2016-17: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

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.](http://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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Erskine, Ryan	Principal	Lead Teacher Meeting Teacher observations (Elementary, Counselor) Office staff evals (operators, registrar) Support staff evals (interventionist) Monthly Payroll (Part-time teachers) Summer Payroll Parent Notices via Messenger SAC Meetings APEX Training (School Based) Character Counts Committee Budget Contracts Invoices Principal Meetings FLBOLD Board Member for Florida Emergency Operations Plan
Lippo, Kimberly	Assistant Principal	Staff Meetings Grade Level Meetings RTI/MTSS meetings IEP Meetings Teacher observations (Secondary, ESE) Support staff evals (ESE support) Testing Coordinator Advanced Placement (AP) Coordinator APEX Coordination (Support) FLVS Coordination (Support) Field Studies Coordinator Parent meetings and phone calls SAC Meetings Character Counts Committee Parent Notices via Messenger AP Meetings Office Staff Meetings FLVS & APEX Tech Support School Improvement Plan Emergency Operations Plan Coordinate Summer Credit Recovery
Forfia, Tisha	Guidance Counselor	-apply academic achievement strategies -manage emotions and apply interpersonal skills -plan for postsecondary options (higher education, military, work force) -individual student academic planning and goal setting -school counseling classroom lessons based on student success standards -short-term counseling to students -referrals for long-term support

Name	Position Title	Job Duties and Responsibilities
		-collaboration with families/teachers/ administrators/ community for student success -advocacy for students at individual education plan meetings and other student-focused meetings -data analysis to identify student issues, needs and challenges -acting as a systems change agent to improve equity and access, achievement and opportunities for all students

Demographic Information

Principal start date

Monday 10/11/2021, Nigel Pillay

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

923

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	94%			92%	74%	56%	97%	67%	56%
ELA Learning Gains	71%			66%	60%	51%	71%	59%	53%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile	83%			76%	50%	42%	85%	52%	44%
Math Achievement	83%			87%	73%	51%	86%	66%	51%
Math Learning Gains	47%			61%	58%	48%	57%	55%	48%
Math Lowest 25th Percentile	57%			69%	55%	45%	82%	52%	45%
Science Achievement	88%			81%	86%	68%	92%	78%	67%
Social Studies Achievement	98%			97%	88%	73%	100%	81%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	80%	74%	6%	54%	26%
Cohort Comparison						
07	2021					
	2019	95%	72%	23%	52%	43%
Cohort Comparison		-80%				
08	2021					
	2019	78%	71%	7%	56%	22%
Cohort Comparison		-95%				
09	2021					
	2019	93%	75%	18%	55%	38%
Cohort Comparison		-78%				
10	2021					
	2019	100%	74%	26%	53%	47%
Cohort Comparison		-93%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	90%	74%	16%	55%	35%
Cohort Comparison						
07	2021					
	2019	94%	80%	14%	54%	40%
Cohort Comparison		-90%				
08	2021					
	2019	75%	78%	-3%	46%	29%
Cohort Comparison		-94%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	78%	72%	6%	48%	30%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	87%	-2%	67%	18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	90%	10%	71%	29%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	88%	7%	70%	25%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	79%	6%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	81%	9%	57%	33%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	88	67		81	25						
ASN	100	81		95	47						
BLK	91	76		84	38						
HSP	93	84		83	54		93				
MUL	96	77		70	42						

2021 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 2019-20	C & C Accel 2019-20
WHT	95	68	78	83	47	56	88	98	71	100	41

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	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 2016-17	C & C Accel 2016-17
WHT	98	73	91	84	60		89	100		84	19

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
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	837
Total Components for the Federal Index	11
Percent Tested	80%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	65
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	72
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	81
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	75
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 Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

SJVS saw ELA achievement levels and learning gains remain consistent with 2019. SJVS ELA achievement levels of 88 with SWD's, 95 with white, 91 with black, 93 with hispanic. Which are at the top of the district and roughly 14 to 21 points higher than the district average. Math achievement levels also saw scores of 81 with SWD's, 83 with white, 84 with black, 83 with hispanic students. These score all range in higher scores as compared to the district average between six and nine points

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is defined in the math area. We see lower numbers across all subfields and and specifically in our learning gains for both lowest 25% and all others.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We see lower numbers across all subfields and believe this is due to all of the change brought on by the COVID-19 virus. Also, many students were out of a school setting and were never able to fully interact. This led to many students missing important concepts and practices for mastering mathematical concepts that are needed to build each year off of one another.

Action is first to identify those students with the deficits and then going through RTI/MTSS and other interventions to help build up first student confidence and then later their practice.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our ELA lowest 25% showed an increase in learning gains from 2018-2019 to 2020-2021 of 7 points. We also saw our overall ELA learning gains increase in 2018-2019 from 66 to 71 in 2020-2021

What were the contributing factors to this improvement? What new actions did your school take in this area?

We believe that by bringing in some additional instructors that bring in exciting new ways to learn and really engage students brought on the ability for students to see success. By providing multiple additional learning opportunities, students were given many points of contacts and opportunities to grow.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will be needed to be implemented to accelerate learning at SJVS will being more consistent with when we as educators are available and able to assist students. The growth has brought on the need to create weekly, subject specific, classroom instruction time. By placing this on the schedule that families can see will only increase more opportunities with teachers and staff. This practice along with academic days, interventions, and other additional growth opportunities will provide these students and families the opportunities to grow in their studies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

SJVS provides PLC opportunities for both grade and subject specific teacher groups. This along with the annual FLBOLD conference, which is a statewide PLC group that meets yearly for two to three days and provides virtual educators the opportunities to discuss everything from budgeting concerns to meeting the unique needs presented to virtual educators these days.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Consistent tracking of keeping the schedules in place and providing documentation of all interactions will only help in providing the data to show what is working and what may not be working. This all is so new to virtual and to education as a whole, so we will take what has been working in years past and then look to build upon this practices. The demographics for virtual learning have changed so much that it is ever so important to keep the needed data to look for improvement and sustainability.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Learning Gains of the Lowest 25% will reach 50% or increase by 2% if above 50% Based on the data, 83% of SJVS's lowest quartile students made ELA learning gains in 2020-2021. 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.
Measurable Outcome:	The outcome is to increase ELA learning gains of 85% (2% increase) or more of the students in the lowest quartile for the 2021-2022 school year.
Monitoring:	SJVS teachers will meet during their PLC times to look over students that are struggling and strive to formulate means to close the gap. Teachers and Academic Interventionist will work to schedule more academic learning opportunities to best serve the students in the program.
Person responsible for monitoring outcome:	Ryan Erskine (ryan.erskine@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 and how to best serve our diverse student population.

Action Steps to Implement

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 (Zoom) to work with struggling students and provide more learning opportunities.
4. Students who are struggling will also receive face-to-face instruction during bi-monthly Academic day(s), working with Academic Interventionists and weekly subject specific academic check ins.

Person Responsible Ryan Erskine (ryan.erskine@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Learning Gains of the Lowest 25% will reach 60% or increase by 2% if above 60% Based on the data, 57% of SJVS's lowest quartile students made math learning gains in 2020-2021. 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.
Measurable Outcome:	The outcome is to increase ELA learning gains of 60% (3% increase) or more of the students in the lowest quartile for the 2021-2022 school year.
Monitoring:	SJVS teachers will meet during their PLC times to look over students that are struggling and strive to formulate means to close the gap. Teachers and Academic Interventionist will work to schedule more academic learning opportunities to best serve the students in the program. Increase the number of classroom hours and give students every opportunity to grow.
Person responsible for monitoring outcome:	Ryan Erskine (ryan.erskine@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 and how to best serve our diverse student population.

Action Steps to Implement

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 Mathematics scores as determined by FSA.
3. Teachers will utilize direct instruction time in the online classroom (Zoom) to work with struggling students and provide more learning opportunities.
4. Academic Interventionist will work with the teachers to help identify struggling students and then provide additional assistance and instruction.
5. Students who are struggling will also receive face-to-face instruction during bi-monthly Academic day(s), working with Academic Interventionists and weekly subject specific academic check ins.

Person Responsible   Ryan Erskine (ryan.erskine@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Increase student interaction through the use of grade-level homerooms, and also increase subject specific class time opportunities which incorporate Character Counts and social-emotional learning! 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 and also increase student engagement for social-emotional learning purposes
Measurable Outcome:	The outcome is to increase student interactions both virtually and in-person with our virtual families. SJVS will look to provide SEL meet and greets and will involve the students in keep engaged with peers and staff throughout the learning experience. The intended outcome is to maintain monthly homeroom meetings for all full-time SJVS students and increase classroom time for subject specific courses. 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 and also on campus events. 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. Increase in classroom time will increase student engagement and provide both SEL and academic opportunities.
Monitoring:	Will work with the families to see what is being seen at home and what can we as educators bring to the table to increase student engagement. Will add virtual opportunities, and on/off campus events. School counselor will also look for meaningful activities and check-ins for those identified as needing some extra interaction and opportunities. RTI and MTSS team will also meet weekly to discuss any concerns.
Person responsible for monitoring outcome:	Ryan Erskine (ryan.erskine@stjohns.k12.fl.us)
Evidence-based Strategy:	Full-time SJVS students will participate in the monthly homeroom meetings and weekly subject specific classroom time via the online classroom (Zoom). Outings will be provided throughout the year for student socialization and learning opportunities.
Rationale for Evidence-based Strategy:	SJVS teachers will participate in RTI/MTSS along with the team to assist students struggling both in content area and also in a interactive approach. Students that are not logging in and or completing work will be identified and means to assist in an online environment. By participating in monthly homerooms and weekly subject specific classroom meetings with their peers, students will feel more connected to their teachers and to their classmates. These monthly meetings, weekly class gatherings, along with scheduled outings will provide extended learning opportunities as well as the ability of focus on the Character Counts pillars and to assist with the growing SEL concerns.

Action Steps to Implement

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. Each week teachers will provide 1 hour of class time specific to each course they teach. This will allow students to gain additional academic assistance and also allow for students to interact with

both teacher and peer. 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   Ryan Erskine (ryan.erskine@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

SJVS addresses being a positive school culture and environment by creating a welcoming learning environment where all students are treated the same. We provide learning and social opportunities for our students to interact and build upon their studies. SJVS has brought on the district stance of Character Counts and infuse our class times with ways in which students look to model the pillars.

SJVS has grown from a small amount of students, families and staff to nearly 1,000 students. This increase has allowed SJVS the great opportunity to go through so many new and exciting changes that will only lead to more opportunities for our families and stakeholders. We are working to increase student interaction by using monthly homerooms for social and also informative purposes.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

1. School counselor who is engaged and identifying students that may need that additional guidance
2. Interventionist - providing learning and engagement activities for those students that are identified and can be worked with to help lift them up.
3. Families - involved with keeping their aged students involved and integrating other families into the program
4. Teachers - they go above and beyond to create not only a successful learning environment, but are at the forefront trying to create social clubs, organizations, and SEL themed events to help out students.