St. Johns Virtual Franchise

2022-23 Schoolwide Improvement Plan

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St. Johns Virtual Franchise

2980 COLLINS AVE, St Augustine, FL 32084

[no web address on file]

Demographics

Principal: Ryan Erskine

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	2%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: A (72%) 2018-19: A (72%) 2017-18: A (71%)
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 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.

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.

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2980 COLLINS AVE, St Augustine, FL 32084

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	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	23%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Erskine, Ryan	Principal	
Lippo, Kimberly	Assistant Principal	
Sikes, Christine	Teacher, K-12	SAC Chair for SJVS. Plus much more.
Dixon, Erin		Registrar
Nagel, Rachel	Teacher, K-12	
Livingood, Lindsay	Teacher, K-12	
McCullough, Emily	Teacher, K-12	

Demographic Information

Principal start date
Monday 10/11/2021, Ryan Erskine

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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.*
10

Total number of teacher positions allocated to the school
29

Total number of students enrolled at the school

381

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	5	13	10	22	27	30	32	44	53	24	38	48	35	381
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	1	2	2	2	2	1	2	1	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	5	3	2	2	3	3	0	1	22
Number of students with a substantial reading deficiency	0	0	0	0	1	1	2	2	2	2	1	2	1	14

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	1	2	2	1	1	1	1	1	11

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	82%	74%	52%				92%	74%	56%
ELA Learning Gains	68%	64%	52%				66%	60%	51%
ELA Lowest 25th Percentile	59%	52%	41%				76%	50%	42%
Math Achievement	70%	69%	41%				87%	73%	51%
Math Learning Gains	64%	59%	48%				61%	58%	48%
Math Lowest 25th Percentile	62%	48%	49%				69%	55%	45%
Science Achievement	80%	84%	61%				81%	86%	68%
Social Studies Achievement	85%	85%	68%				97%	88%	73%

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	2022					
	2019	80%	74%	6%	54%	26%
Cohort Comparison						
07	2022					
	2019	95%	72%	23%	52%	43%
Cohort Comparison		-80%				
08	2022					
	2019	78%	71%	7%	56%	22%
Cohort Comparison		-95%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	90%	74%	16%	55%	35%
Cohort Comparison						
07	2022					
	2019	94%	80%	14%	54%	40%
Cohort Comparison		-90%				
08	2022					
	2019	75%	78%	-3%	46%	29%
Cohort Comparison		-94%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	78%	72%	6%	48%	30%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	87%	-2%	67%	18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	90%	10%	71%	29%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	88%	7%	70%	25%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	79%	6%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	81%	9%	57%	33%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	37	60	50	45	67	58	44				
ASN	91	93		92	63						
BLK	63			50							
HSP	78	64	54	61	63			60			
MUL	83	71		86	53						
WHT	84	67	60	70	66	63	81	87	68	100	50
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						
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
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	768
Total Components for the Federal Index	11
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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
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
Asian Students	
Federal Index - Asian Students	85
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	57
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	63
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	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	72
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

Part III: Planning for Improvement

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?

When looking over the data, we see that there was a 13% decline in math achievement of level three or higher. We also saw our ELA achievement score drop 12% with students scoring a level three or higher.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math and ELA overall achievement scores to increase and also ELA lowest 25% learning gains to see an increase this year.

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

New learning environment for many families. The ability to process and retain the information throughout the year became clear once our students that sat for their state assessments. Time and additional resources such as Intensive reading, tutoring, academic days and IXL will bridge the learning gaps moving forward.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our math learning gains saw an increase of 17%. Sitting at a 64% is the highest SJVS has had.

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

More student data contributing to more scores impacting the overall grade. The use of Live lessons we believe really brought on more student and teacher interactions.

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

Continue use of the progress monitoring throughout the program. Live lessons and also the buy in by the staff for our MTSS practice. Incorporation of enrichment days and more student interactions.

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.

We incorporated a unique practice this year to allow for virtual pre-planning to be teacher ran. Here we saw interventionists, admin and other leaders incorporating practices and strategies to allow for student growth. Also brought in representatives from Nearpod, FLVS and IXL.

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

We will use additional services such as IXL, Nearpod, Zoom. Here these services allow for more direct student to student and student to teacher learning sessions. Here a student will be provided with many opportunities to learn in ways that will benefit their style of learning. We will also be incorporating on campus learning opportunities for students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data, 82% of SJVS's students scored at level three or above in 2022. Compared to other data years, this displays a large decrease and also is the lowest since we have been receiving data. Working to increase ELA scores will have a positive impact on student success.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our outcome is to increase overall ELA student scores to 87% or more of the students in our school for the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Observations will be used to monitor and also engagement with staff to see what areas need to be addressed during monthly team meetings.
Person responsible for monitoring outcome:	Ryan Erskine (ryan.erskine@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	SJVS teachers will use PLCs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teachers will participate in subject area and grade level PLCs, both with SJVS teachers and also teachers in the virtual community throughout the state.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will meet with state PLCs quarterly.
2. Teachers will collaborate with the academic interventionist about the needs of students, especially those in lowest 25%.
3. Live lessons each week that will help struggling students.

Person Responsible	[no one identified]

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	With the transfer to the incorporation of the new B.E.S.T. standards, teachers will be learning how to best serve their students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Creating a baseline that will look for better practices for students to see success through new teaching methods. Will look for increased student engagement each week during live lessons.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	PLC groups and also use of observational rounds.
Person responsible for monitoring outcome:	Ryan Erskine (ryan.erskine@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	SJVS teachers will use collaboration through the PLC groups here at SJVS and also with the state FLBOLD group.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	SJVS teachers will participate amongst their peers throughout the state and also if appropriate, with SJVS teachers, both in content area groups and in grade level groups to become experts in an online environment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Use pre-planning to learn the B.E.S.T. standards
2. Will collaborate quarterly with FLBOLD peers
3. Teachers will utilize direct instruction via Zoom and Nearpod with their students to engage student learning based on the new standards.
4. Students identified as needing additional assistance will be introduced to work with our academic interventionist team.

Person Responsible   [no one identified]

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	With the heavy emphasis on teacher observations and the unique method that a virtual teacher is observed, the goal is to incorporate a more uniform method for scoring teachers and providing supportive feedback.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The outcome is to increase instructional staff understanding of expectations and to see a better use of instructional time during live lessons. The ability to identify ways to increase positive engagement with students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Observations during live lessons.
Person responsible for monitoring outcome:	Ryan Erskine (ryan.erskine@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Creating a universal method of providing positive and impactful feedback to staff.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Leadership team will ensure they are uniform in their methods of observing staff and will provide detailed and useful feedback to staff each observational round.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Leadership team will meet prior to the school year to discuss ways to increase feedback.
2. Leadership will go over expectations during pre-planning with staff.
3. Each observational round will have detailed feedback given and the leadership team will meet to go over specific areas of concern.
4. The leadership team will meet to discuss how to support teachers in need of improvement.

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

#4. Positive Culture and Environment specifically relating to Social-emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students who learn virtually tend to be limited in their opportunities to interact with peers and teachers.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All students will attend monthly homeroom meetings (secondary) or character chats with school counselor (elementary).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Attendance will be taken at homeroom meetings and character chats to ensure student participation.
Person responsible for monitoring outcome:	Ryan Erskine (ryan.erskine@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	District-provided videos and additional resources will be used at these monthly meetings.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By using the district-provided curriculum, SEL opportunities will be increased.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Receive instructional resources from district.
2. Provide monthly homeroom/character chats.
3. School counselor provides follow-up opportunities for student to interact.
4. Students identified as in need of additional SEL support will be referred to the MTSS team.

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

#5. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	A percentage of students are not accessing their ESE supports provided by their ESE teacher.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	All ESE students will access the supports provided by the ESE teachers.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ESE teachers will monitor/submit attendance to LEA after each live ZOOM session.
Person responsible for monitoring outcome:	Kimberly Lippo (kimberly.lippo@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Attendance at ESE support services.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Attending support sessions with ESE service providers will boost student learning outcomes and close the achievement gaps.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students who are not accessing their ESE supports.
2. Call home to ensure students have the ESE schedule.
3. Monitor attendance throughout the school semester/year.
4. Discuss possible alternative learning environments.

Person Responsible   Kimberly Lippo (kimberly.lippo@stjohns.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

SJVS continuously works at building a positive school culture and environment for its stakeholders. Some steps will include:
1. Needs assessments surveys sent to Lab Facilitators, students, parents, and staff to determine ways for SJVS to improve meeting the needs of these stakeholders. This data has helped to increase course

offerings and availability, provide support for in-school learning and tracking progress of lab students, and improved communication with teachers and staff.
2. All teachers attend monthly SAC meetings, which provides an open forum for teachers to bring concerns and/or needs to the attention to all stakeholders.

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

Stakeholders include:
1. Parents - Community Involvement and student support. Creation of a Parent - Teacher Organization (PTO).
2. Students - Attend live lessons, interact with peers, participate in school organizations (Clubs and Groups)
3. Lab Facilitators - Provide support for students learning virtually at their Brick and Mortar school. Act as liaisons between students and teachers.
4. Staff - Provide live lessons to increase student interactions. Participate in on-campus enrichment activities.
5. Administration - Support staff by providing professional development opportunities.