

St. Johns County School District

ST. JOHNS VIRTUAL FRANCHISE



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to ensure all students are provided a flexible, family-oriented, and rigorous education through online explorations that meet the personalized needs of today's diverse learners.

Provide the school's vision statement

The vision of SJVS is to be leaders in innovative teaching through online and blended learning programs that use best practices to promote academic excellence in a student-centered environment while serving the District of St. Johns County.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Ryan Erskine

Position Title

School Administration - Principal

Job Duties and Responsibilities

Principal

- St. Johns Virtual School-Instructional Leadership and progress monitoring.
- Serves as the district liaison for virtual and blended instruction as well as credit recovery.
- Monitors student progress and communicates with stakeholders. The principal ensures that all staff comply with the district-wide school site standards.

Each member of Leadership Team provides their piece of expertise to discussions and decisions. The diversity of the team allows us to make well rounded decisions with a big picture view.

Leadership Team Member #2

Employee's Name

Christine Sikes

Position Title

English 6-12 Instructor/SAC Chair

Job Duties and Responsibilities

Teacher English/SAC Chair

- Coordinates stakeholders and brings topics to the SAC team meetings.
- Helps with promoting a learning environment for all students to be engaged in language arts curriculum.
- Works to identify areas of improvement to help close learning gaps
- Works to help identify students for MTSS/RTI intervention

Each member of Leadership Team provides their piece of expertise to discussions and decisions. The diversity of the team allows us to make well rounded decisions with a big picture view.

Leadership Team Member #3

Employee's Name

Emily McCullough

Position Title

Mathematics 6-12 Instructor/Lead Teacher

Job Duties and Responsibilities

Teacher Mathematics/Lead Teacher

- Coordinates stakeholders and brings topics to the Administration
- Helps with promoting a learning environment for all students to be engaged in mathematics curriculum.
- Works to identify areas of improvement to help close learning gaps
- Works to help identify students for MTSS/RTI intervention
- Provides instructional support to teachers

Each member of Leadership Team provides their piece of expertise to discussions and decisions. The diversity of the team allows us to make well rounded decisions with a big picture view.

Leadership Team Member #4

Employee's Name

Sara Thornton

Position Title

Testing Coordinator/Intensive Reading Instructor/MTSS Coordinator

Job Duties and Responsibilities

Testing Coordinator/Intensive Reading Instructor/MTSS Coordinator

- Coordinates stakeholders and brings topics to the Administration
- Helps with promoting a learning environment for all students to be engaged in Intensive Reading
- Works to identify areas of improvement to help close learning gaps
- Works to help identify students for MTSS/RTI intervention
- Provides instructional support to teachers

Each member of Leadership Team provides their piece of expertise to discussions and decisions. The diversity of the team allows us to make well rounded decisions with a big picture view.

Leadership Team Member #5

Employee's Name

Patricia McElhone

Position Title

School Counselor/Character Counts Coordinator

Job Duties and Responsibilities

School Counselor - meets with families and students to discuss expectations, review applications, and monitor student progress. Counselor also works directly with school administration to ensure that students are mapping out paths of acceleration once they are in middle and high school.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Community outreach will be a priority for SJVS for the 2024-2025 school year. We have already hosted one new student orientation and one open houses where families can meet their child's teachers. A video of the orientation/welcome back was created and posted to the SJVS website to increase participation. Our staff has also visited local schools to answer questions from students and administration regarding SJVS and has ongoing meetings scheduled throughout the year.

We will bring our community outreach to district stakeholders to inform them of the services SJVS offers. We also plan to pursue additional elective and CTE courses where students have additional options and also could look to test for certification upon completion. This goal will require the coordination of community partners. The funding raised from successful certification scores will allow us to build individual programs.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Our SIP will be regularly monitored through monthly leadership meetings, SAC updates, Regional Superintendent sit-down meetings and through feedback surveys from our families throughout the year. We will continue to monitor the PM1-PM3 scores that are provided through the new FAST testing. Here, the leadership team will look over data to identify gaps early and often. The team will then communicate with teachers and staff for how to initiate small groups and learning models to better support our families. We learned last year the importance of data chats with our elementary team and will continue to utilize these. These data chats were instrumental in SJVS working with MTSS to close gaps all throughout the year. The model is continuous.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	24.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	0.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: A 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	0	0	0	0	0	0	4	1	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	1	2	2	2	3	10
Level 1 on statewide Math assessment	0	0	0	0	3	3	3	4	2	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	1	1						2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	1	1					2

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	3	0	3

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment			1	3		3	5	6	1	19
Level 1 on statewide Math assessment				4	5	3	4	3		19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				1		1		2		4

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	0	0	0	0	0
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	1	1
Course failure in Math	0	0	0	1	1
Level 1 on statewide ELA assessment	1	3	0	0	4
Level 1 on statewide Algebra assessment	0	0	0	0	0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	1	1	2	1	5

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	2	1	1	4
Students retained two or more times	0	0	1	0	1

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	74	75	55	77	71	50	81	74	51
ELA Grade 3 Achievement **				53					
ELA Learning Gains	66	64	57				68		
ELA Learning Gains Lowest 25%	43	55	55				59		
Math Achievement *	68	69	45	68	61	38	65	50	38
Math Learning Gains	61	55	47				64		
Math Learning Gains Lowest 25%	49	49	49				62		
Science Achievement *	71	88	68	72	86	64	71	70	40
Social Studies Achievement *	85	85	71	84	82	66	76	59	48
Graduation Rate	85	95	90	88	94	89	100	84	61
Middle School Acceleration	60			58			68	47	44
College and Career Readiness	29	60	67	45	64	65	54	86	67
ELP Progress		70	49		51	45			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	691
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	85%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19	2017-18
63%	68%	70%	76%		72%	71%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
Black/African American Students	55%	No		
Hispanic Students	65%	No		
Multiracial Students	71%	No		
White Students	64%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	53%	No		
Hispanic Students	73%	No		
Multiracial Students	69%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
White Students	68%	No		
Economically Disadvantaged Students	80%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners				
Native American Students				
Asian Students	85%	No		
Black/African American Students	57%	No		
Hispanic Students	63%	No		
Multiracial	73%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students				
Pacific Islander Students				
White Students	72%	No		
Economically Disadvantaged Students				

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	74%		66%	43%	68%	61%	49%	71%	85%	60%	85%		29%
Students With Disabilities	32%		33%	29%	39%	48%	40%	56%	69%				
Black/ African American Students	50%		60%										
Hispanic Students	67%		72%		59%	60%		69%					
Multiracial Students	87%		71%		69%	58%							
White Students	75%		65%	39%	71%	63%	52%	74%	85%	66%	83%		32%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	77%	53%			68%			72%	84%	58%	88%	45%	
Students With Disabilities	48%				44%			36%			82%		
Hispanic Students	66%				75%			73%			91%	60%	
Multiracial Students	73%				64%								
White Students	80%	50%			69%			72%	84%	62%	87%	42%	
Economically Disadvantaged Students											80%		

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	81%		68%	59%	65%	64%	62%	71%	76%	68%	100%	54%	
Students With Disabilities	37%		60%	50%	45%	67%	58%	44%					
English Language Learners													
Native American Students													
Asian Students	91%		93%		92%	63%							
Black/African American Students	63%				50%								
Hispanic Students	78%		64%	54%	61%	63%			60%				
Multiracial Students	83%		71%		86%	53%							
Pacific Islander Students													
White Students	84%		67%	60%	70%	66%	63%	81%	87%	68%	100%	50%	
Economically Disadvantaged Students													

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	65%	73%	-8%	53%	12%
ELA	4	76%	72%	4%	53%	23%
ELA	5	82%	71%	11%	55%	27%
ELA	6	83%	72%	11%	54%	29%
ELA	7	67%	71%	-4%	50%	17%
ELA	8	75%	72%	3%	51%	24%
ELA	9	79%	73%	6%	53%	26%
Math	4	61%	77%	-16%	58%	3%
Math	5	55%	74%	-19%	56%	-1%
Math	6	74%	78%	-4%	56%	18%
Math	7	71%	68%	3%	47%	24%
Math	8	68%	81%	-13%	54%	14%
Science	5	68%	69%	-1%	53%	15%
Science	8	65%	72%	-7%	45%	20%
Civics		88%	92%	-4%	67%	21%
Biology		79%	87%	-8%	67%	12%
Algebra		76%	77%	-1%	50%	26%
Geometry		66%	74%	-8%	52%	14%
History		85%	84%	1%	67%	18%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Algebra ** data suppressed due to fewer than 10 students or all tested students scoring the same.*

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Algebra ** data suppressed due to fewer than 10 students or all tested students scoring the same.*

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

The data component that shows the most improvement, or rather a steady sustainability has been our social studies achievement. Even with this said, we have experienced a great decline since the 2020-2021 school year. In 2020-2021, our achievement was at 98%, here in 2023-2024 we sit at 85%.

Lowest Performance

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

Our lowest performance component for the 2023-2024 school grade actually was impacted by the previous year, college and career acceleration. St. Johns Virtual saw this component drop from 45% to 29% and this is mainly due to the unique nature of our program and the accelerated courses we were offering and also the determination of families to not take more academically rigorous courses. This has been a trend here at SJVS since 2015-2016 and saw even more of a decrease since 2020-2021 school year.

Greatest Decline

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

Our lowest performance component for the 2023-2024 school year had to deal with our English Learning Gains of the Lowest 25% which dropped from 59% during the 2021-2022 school year to 43% (decrease in 16%). The trends that we are seeing here are the students that came to us that in years past have not been in a virtual setting. We saw where students would come to virtual and then not attend live lessons or not attend required weekly ESE services. This we feel impacted their preparation for the state assessments.

Greatest Gap

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.

Our Grade 6 ELA component has the greatest gap (+29%) when comparing to the state average. The

factors that play into this is the fact that these students have continued to want to be at SJVS and are continuing the expectation to attend live lesson each week and to really be involved with our instructor. As students get older, we see a decline in attendance and interactions with the learning aspect.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Absolutely we have concerns with students that are scoring level 1's on their ELA and Math portions. Here we are going into this year to continue to monitor each PM1-PM3 session for ways to identify students earlier on and support them sooner.

The other area is students that have retentions. We typically do not see this here at SJVS, but in the last couple of years we have seen a few at risk high school students fail to graduate or stay in our program due to them withdrawing. We as a school are working hand and hand with the district to find the students that fall off and work in a manner to intervene. This is a continued plan.

Highest Priorities

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

1. Increase Learning Gains in ELA and Math for our students with disabilities
2. Increase Acceleration in Middle and High School
3. Increase graduation rate to over 90%

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase overall learning gains of our students with disabilities in ELA (29%) and Math (40%).

ESE students will attend all live lessons and will utilize the services provided to them each week. By attending all live lessons, students will have the opportunity to interact directly with teachers and receive direct and impactful feedback. By attending the live lessons, students will remain at or ahead of pace in all classes. Students will work directly with their ese support facilitation teacher to problem solve and work towards mastery of content. Here we will identify student needs and intervene based on need. In the last few years, our students have shown they are being successful in the mastery based learning model (overall grades), but not retaining information.

This was identified as a crucial need due to seeing the data from the state and hearing back from subject specific teachers and support facilitators. By increasing the accountability of students and families for attending live lessons, we believe we will see a substantial increase in both ELA and Math learning gains here.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the scores from last year for our students with disabilities, we saw learning gains in ELA at 29% and learning gains in math at 40%. Our school hopes to see a substantial increase in these learning gains this year due to more accountability and planning. We are aiming for our ELA gains here to increase to 40% or an 11% increase and our math scores to rise to 50% or an increase of 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

SJVS teachers will take weekly attendance to ensure that students with disabilities are in attendance. They will track services provided and will save until the end of the year for record keeping. ESE support teachers will monitor all of their students and work to communicate with subject area teachers that students are attending required live lessons, small group sessions, and support services. Any concerns will be brought to administration, where administration will contact the families to go over policies and procedures of the virtual program.

Person responsible for monitoring outcome

Ryan Erskine

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Attend Live lessons each week for each subject area.

Rationale:

Live lessons are the way that we can ensure that Tier 2 learning is occurring. We see all students (Tier 1) having access via the curriculum provided from Florida Virtual School. The more that our students, ones that need that extra support, are provided to go over the curriculum, the more we believe they will garner a firmer understanding of the content.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Attend weekly/monthly ESE Services

Rationale:

Our students with disabilities (SWD) are needing that extra support. The longer we have students with an IEP, the more we are seeing the need is there in our environment. The students will meet with their case manager weekly to get that additional support and will lead to better educational performances, especially on state assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

1. School subject teachers are provided a list of all our SWD. 2. Each month they will communicate to

the case managers those students that are not coming to live lessons. 3. Case manager will reach out to families and remind them that attendance is required. 4. If attendance does not resume that week, then school principal calls and interjects. 5. If continued non-attendance, then withdrawal from SJVS program will occur at the end of the year.

Person Monitoring:
Ryan Erskine

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

With the goal in mind to see growth, we need to see student and family engagement and participation in live lessons. Here if we see that families are not utilizing the required live lessons and services, then administration will withdraw from program at the end of the school year.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SJVS will focus on meeting the needs of all our students. With this we will ensure that we are following state and district guidelines to see that all students are academically challenged and presented with the opportunity to accelerate. With identifying students in both middle and high school as candidates that can accelerate, we are opening more educational planning paths for success.

This content is so critical due to the low achievement that was incorporated into the overall school grade.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Only way is up here. Based on data from the 2022-2023 school year, SJVS saw significantly low achievement in middle school (60%) and high school college and career acceleration (29%). With a plan to address put into place starting last year, SJVS hopes to see their middle school acceleration rise to 75% from last year and our high school college and career acceleration rise to over 60%. The goal is to continue seeing this increase until we see 100% at both levels.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor this area of focus by having semester check-ins with the school counselor to review

all students and where they are with the plan. We will see this only increase as we invite our rising ninth graders in to choose their course schedules and here address where they wish to accelerate.

Person responsible for monitoring outcome

Ryan Erskine

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Course reviews will be critical here to ensure that we are on track to monitor our students and their path towards acceleration. This process starts in grade 5 when we receive our PM3 scores and are able to place a student in grade 6 accelerated math and then fast track towards algebra 1. We then revisit this once we are meeting with our rising ninth graders (counselor) and reviewing where we can help students accelerate.

Rationale:

This is pretty straight forward. Identifying students that meet the requirements first and challenging them to challenge themselves. We then look to other candidates that are hesitant to go outside the norm and walk them through the process for the challenge. We will have those that do not wish to accelerate, but here we must be in line with the district and that all students will be required to accelerate at some point, whether at SJVS or any other school.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

1. Review Prior year grades 2. Review PM3 scores 3. Place students in accelerated options (course or summer bridge) 4. Have counselor meet with each family and map out where acceleration point will be (high school)

Person Monitoring:

Ryan Erskine

By When/Frequency:

Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Will utilize all of the PM3 data, grades from courses, teacher recommendations to ensure that we are on track to see that every student is working towards acceleration. School leadership will meet to discuss students and any challenges or successes seen. Counselor will meet with each family to help them towards understanding why we are meeting and planning for success.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

St. Johns Virtual School will see their graduation rate over at or above 90% for the 2024-2025 school year. With our program, we have seen our graduation number drop from 100% to 85% during the 2022-2023 school year. The main reason, is due to low numbers of full-time seniors, so we have to get them all across the finish line.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The data that contributed to our school grade for the 2023-2024 school grade had our graduation component at 85%, a decrease from the year prior of 88%. This drop comes from data the previous years where SJVS was proud to see 100% of their graduates earn their diploma.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

SJVS will monitor this focus through a different variety of strategies. Here SJVS has already begun the process back in their freshman year, when we begin monitoring for graduation requirements through state assessments. Here if a student fails to earn a passing score for Algebra 1 we continue to offer make ups. This same approach comes into play once we hit our senior year and here we monitor for students that do not pass the grade 10 ELA reading. As we meet these requirements, we continue to track credits attempted and earned and are quick to address any concerns. Where we have seen issues is when a student came to us later on in the process and continues to not meet these requirements or worse, a student that refuses to continue to work in classes once their senior year arrives.

Person responsible for monitoring outcome

Ryan Erskine

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

We do not want to get to the second semester of a student's senior year and then all of a sudden decide we need to put a plan into action. By being diligent and on top of all students and where they sit for graduation, we can meet earlier on and get them to the finish line. We will utilize many individuals here, individuals that would play a part would be our school counselor, school testing coordinator, teachers, MTSS Coordinator, and administration. Having monthly contact with our seniors will increase our graduation rate.

Rationale:

By having all hands on deck, we can work with each student that comes to us, whether a freshman or senior, we would have a full idea of what needs to be done.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

1. Every student meets with counselor each year to go over their graduation requirements. 2. Any student that falls behind, either credits or assessments, is brought to administration. 3. Administration works with team to provide interventions, alternative testing opportunities, and credit recovery. 4. Administration works to bring students on campus to have them work (academic days) if they fall behind, especially senior year.

Person Monitoring:

Ryan Erskine

By When/Frequency:

Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Will work with counselor and administration to ensure that all students are on a path of success. If there are times where we get behind, the team works quickly to provide every opportunity for the student to meet the requirements.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our biggest area of deprivation has been in social events and opportunities for students to interact

with peers and staff. Here we are incorporating more in-person events for students to interact with peers and staff. We also are adding in some Zoom trivia opportunities throughout the school year for our 6-12 students. Since 2020-2021, our student population has changed and we have seen that many of our students need this interaction piece on top of the education piece.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will be monitoring the amount of students that are coming on campus and also attending live Zoom sessions. Here we are hoping that with more opportunities to interact with peers and staff, we will have some of the social anxiety and stresses reduce. With this, we are hoping to see an overall increase in student comfort and production on state assessments. We will compare data from the last two years to the scores that we receive on PM3 for the Spring of 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Continued monitoring will be through each of the PM sessions to see if we see trends of test anxiety reducing as we offer more live interactions. We will see if there is a continued correlation between live lessons, social interactions, live Zooms and state assessment scores. With the social events, we will monitor student engagements and see how interactions increase or decrease throughout the year.

Person responsible for monitoring outcome

Ryan Erskine

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Positive Culture with Socialization

Person Monitoring:

Ryan Erskine

By When/Frequency:

Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

SJVS is all in on seeing our students increase academically and socially. Students will be provided multiple opportunities to interact with peers and staff throughout the year. 99% of the virtual experience has circled around students being at a distance and missing out on social interactions. Yes, the Brick and Mortar environment is why we see most of our students come to us, but here we are finding is a difference between daily interactions on a campus and monthly meet ups. School will monitor how the experience was and will survey our parents and students at the end of the year to see how the overall school experience was.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00