

St. Johns County School District

ST. JOHNS VIRTUAL FRANCHISE



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Lindsey Page

lindsey.page@stjohns.k12.fl.us

Position Title

Coordinator

Job Duties and Responsibilities

Coordinator

- 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 coordinator 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

christine.sikes@stjohns.k12.fl.us

Position Title

Chair/ELA Lead Teacher

Job Duties and Responsibilities

SAC Chair

- Coordinates stakeholders and brings topics to the SAC team meetings.
- Manages voting for funds expenditures.
- Completes yearly audits that are required.
- Handles data for School Improvement Plan.
- Distributes SAC Surveys to stakeholders and analyzes data received.

ELA Lead Teacher

- Plan professional development for staff.
- Works with ELA teachers to identify at risk students.
- Reviews testing data in FSA portal and Performance Matters.
- Provides consultation for English teacher needs.

Leadership Team Member #3

Employee's Name

Emily McCullough

emily.mccullough@stjohns.k12.fl.us

Position Title

Treasurer/Math Lead Teacher

Job Duties and Responsibilities

Treasurer

- Provides a monthly account of SAC funds
- Assists with funds requests forms for teachers

Math Lead Teacher

- Provides consultation to math teachers.
- Plans professional development for teachers.
- Examines data from the FSA Portal and Performance Matters to review student areas of need.

Leadership Team Member #4

Employee's Name

Sara Thornton

sara.thornton@stjohns.k12.fl.us

Position Title

Testing Coordinator/Intensive Reading Instructor/MTSS Coordinator

Job Duties and Responsibilities

- 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

Leadership Team Member #5

Employee's Name

Patricia McElhone

patricia.mcelhone@stjohns.k12.fl.us

Position Title

School Counselor/Character Counts Coordinator

Job Duties and Responsibilities

- Meets with families and students to discuss expectations, review applications, and monitor student progress.
- Works directly with school administration to ensure that students are mapping out paths of acceleration once they are in middle and high school.
- Attends monthly Character Counts meetings and participates in events such as the AYCA Banquet and 8th Grade Character Breakfast

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 2025-2026 school year. We have already hosted one new student orientation and hold monthly enrichment days where students can come on campus to participate in themed educational activities and club participation. The PowerPoint from Meet the Teacher and Student Orientation was posted to the SJVS website to share information. We have utilized ParentSquare to deliver weekly newsletters and also campaigned for students and families to follow our social media sites so that access to information is increased.

Our staff will visit local schools to meet with lab facilitators and administration regarding SJVS and Edmentum. We will provide training to school counselors and lab facilitators throughout the year.

We are in the process of trying to gauge interest in starting a PTO, and have gained new members to our SAC team. We have also spoken with the CTE department to add an academy and are in the process of building that. We have also explored adding Advanced Placement courses to our course offerings and will implement that in the 26-27 school year. All of these approaches will increase the visibility of SJVS and opportunities for students.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Our SIP will be regularly monitored through our RAM Re-Charge events, Academic Days, and MTSS weekly meetings. These are avenues to monitor students who are falling behind or having other difficulties with coursework. We will continue to monitor the PM1-PM3 scores that are provided through the new FAST testing. Teachers will initiate one-on-one meetings and open office hours following Live Lessons to better support our students.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	0.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	2	2	9	13	11	24	35	43	51	190
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	1	0	0	0	3	1	4	1	10
Level 1 on statewide Math assessment	0	0	1	1	1	5	1	3	3	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	0	0						0
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	0	0					0

Current Year 2025-26

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

Current Year 2025-26

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
Students retained two or more times										0

Prior Year (2024-25) 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								4	1	5
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment					1	2	2	2	3	10
Level 1 on statewide Math assessment					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)			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)				1	1					2

Prior Year (2024-25) 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								3		3

Prior Year (2024-25) 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				1						1
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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	
School Enrollment	40	47	44	44	175
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	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	3	0	0	0	3
Level 1 on statewide Algebra assessment	3	1	0	1	5

Current Year (2025-26)

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					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)				1	1
Course failure in Math				1	1
Level 1 on statewide ELA assessment	1	3			4
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

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

A. ESSA School, District, State Comparison

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	80	77	59	74	75	55	77	71	50
Grade 3 ELA Achievement							53		
ELA Learning Gains	64	66	58	66	64	57			
ELA Lowest 25th Percentile	63	59	56	43	55	55			
Math Achievement*	73	69	49	68	69	45	68	61	38
Math Learning Gains	66	51	47	61	55	47			
Math Lowest 25th Percentile	59	43	49	49	49	49			
Science Achievement	78	90	72	71	88	68	72	86	64
Social Studies Achievement*	89	88	75	85	85	71	84	82	66
Graduation Rate	90	96	92	85	95	90	88	94	89
Middle School Acceleration	48			60			58		
College and Career Acceleration	37	63	69	29	60	67	45	64	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		71	52		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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	747
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	90%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	63%	68%	70%	76%		72%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	42%	No		
Hispanic Students	77%	No		
Multiracial Students	65%	No		
White Students	69%	No		

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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	80%		64%	63%	73%	66%	59%	78%	89%	48%	90%		37%
Students With Disabilities	34%		40%	50%	43%	40%	40%	38%	50%				
Hispanic Students	75%		75%		75%	67%		79%	90%				
Multiracial Students	82%		70%		58%	50%							
White Students	82%		62%	63%	75%	67%	64%	79%	89%	52%	93%		38%

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%		

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	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	90%	76%	14%	58%	32%
ELA	5	65%	73%	-8%	56%	9%
ELA	6	87%	76%	11%	60%	27%
ELA	7	77%	74%	3%	57%	20%
ELA	8	78%	75%	3%	55%	23%
ELA	9	79%	76%	3%	56%	23%
Math	5	45%	74%	-29%	57%	-12%
Math	6	74%	81%	-7%	60%	14%
Math	7	78%	63%	15%	50%	28%
Math	8	74%	83%	-9%	57%	17%
Science	5	65%	71%	-6%	55%	10%
Science	8	70%	75%	-5%	49%	21%
Civics		92%	93%	-1%	71%	21%
Biology		94%	90%	4%	71%	23%
Algebra		63%	78%	-15%	54%	9%
Geometry		78%	74%	4%	54%	24%
History		88%	87%	1%	71%	17%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	4	* 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.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2024-25 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.*

2024-25 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?

Our greatest areas of improvement were ELA grades 6-10. We closely monitored the attendance of our ESE students to their Live Lessons and then instituted Ram Jams which is focused practice on areas where they needed the most help.

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 areas were Math Grade 8 and ELA Grades 5 & 8. In Math and Science, our rate was better than the state's but lower than the district's. For Algebra, we scored lower than the district and will work to monitor and support students since Algebra is a graduation requirement. There was a teacher change during the school year which may have also impacted learning.

Greatest Decline

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

Our 5th grade math was the greatest decline. The change in teacher last year most likely impacted learning.

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.

5th Grade Math had the greatest gap with the state average. The change in teacher last year most likely impacted learning.

EWS Areas of Concern

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

Our students who scored Level 1s on their ELA testing were in grades 5-8 for the most part. We had 10 students total. Our level 1 Math students were in grades 4-7 for the most part and we had 15 total

there.

Highest Priorities

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

We will focus on our students who have two or more early warning indicators and our students in 5th and 6th grade math to identify if the areas of concern are instruction, comprehension, or both.

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.

Instructional Practice specifically relating to Differentiation, Intervention, Math, Student Engagement

Area of Focus Description and Rationale

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.

Description: Our area of focus is instructional practice for 5th and 6th grade math. By providing differentiation, intervention, and student engagement strategies, student growth and mastery of content should be evident.

Rationale: The significant difference between school, district and state data for 5th grade math identified the need for additional supports in that student group and with instructional strategies.

Measurable Outcome

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 plan for our 5th grade math scores to at least match the district level of mastery and have 73% achieve level 3 or above.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students will be monitored through their PM1 and PM2 scores, as well as formative assessments in the classroom. Our lead math teacher will provide instructional strategies support and math teachers will attend state PLCs for further training. Teachers are also observed and do targeted work in their DPGPs throughout the school year. Ram Recharge and Academic Day events will be opportunities for additional student support.

Person responsible for monitoring outcome

Lindsey Page

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Ram Recharge & Academic Day attendance.

Rationale:

These events will allow for one-on-one support in their highest areas of need.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

-Identify students with gaps -Provide teacher training to increase differentiation and student engagement strategies -Invite students to events where they can receive additional supports

Person Monitoring:

Lindsey Page

By When/Frequency:

Monthly

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

Data will be reviewed after Ram Recharge and Academic Days to see if students attend and found the help beneficial. Teachers will be consulted on subject area gaps for students. Communicate with parents to ensure school support aligns with help received at home.

IV. Positive Learning Environment

Area of Focus #1

Other: Student and Parent Engagement

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.

Description: In an effort to increase our full time and part time enrollment, we have changed marketing techniques, extended our application window, and are actively trying to recruit parents to be involved in the PTO and SAC. We have also increased the opportunities for students to visit campus by having monthly enrichment and academic days.

Rationale: When students and parents are more informed about the school, they will want to be more involved. Higher involvement increases student motivation and results in increased academic success.

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 would like to have non-employee SAC members who regularly attend the monthly meetings and have a PTO started this year. Our goal is to have at least 2 parents/guardians who are SAC members and at least 3 PTO members willing to serve as officers. We would like to have at least 70 students on campus each month for Academic and Enrichment days.

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 parent engagement by reviewing responses to interest surveys and checking attendance at monthly meetings. For student engagement, we will monitor attendance at Enrichment and Academic Days.

Person responsible for monitoring outcome

Lindsey Page

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

- Promoting events and sign ups through social media and parent newsletters, and school webpage
- Promote verbally when parents bring students to campus for state testing
- Teachers building rapport with students to encourage participation in campus events

Person Monitoring:

Lindsey Page

By When/Frequency:

Weekly

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

- School Coordinator will receive feedback from social media coordinator about any trends or needs to provide information
- School Coordinator will monitor attendance at campus events
- School Coordinator will participate in SAC to view parental involvement

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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