

Alachua County Public Schools

Alachua Virtual Instruction Program (District Provided)



2017-18 Schoolwide Improvement Plan

Alachua Virtual Instruction Program (District Provided)

2802 NE 8TH AVE, Gainesville, FL 32641

<https://www.sbac.edu/aes>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	18%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year	2016-17	2015-16
Grade	A	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	10
8-Step Planning and Problem Solving Implementation	13
Goals Summary	13
Goals Detail	13
Action Plan for Improvement	15
Appendix 1: Implementation Timeline	18
Appendix 2: Professional Development and Technical Assistance Outlines	19
Professional Development Opportunities	19
Technical Assistance Items	20
Appendix 3: Budget to Support Goals	20

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Alachua Virtual Instruction Program (District Provided)

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of The Alachua eSchool is to develop and deliver standards-based, student-centered online courses that increase educational opportunities and 21st century skills, and to provide professional development to educators that expand the scope and depth of their instruction.

b. Provide the school's vision statement.

Our vision is to be the district leader in online education by working collaboratively with elementary schools to offer the highest quality courses for students and teachers.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Promoting belonging is a trait that the Alachua eSchool wants to instill in all students. The Alachua eSchool is smaller which allows us to be more nurturing and more engaged with families. We are more inclusive of children with poor academic skills and learning disabilities. The Alachua eSchool instructors embodies an ethic of caring by not just having a program but a way that relates to students and families with constant communication.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Alachua eSchool students are taking classes virtually in the comfort of their own home. All elementary students are under the direct instruction of their parents that monitor lessons, help keep students on pace, and remain in constant communication with their online instructors.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Alachua eSchool students are taking classes virtually in the comfort of their own home. Alachua eSchool students are taking classes virtually in the comfort of their own home. All elementary students are under the direct instruction of their parents that monitor lessons, help keep students on pace, and remain in constant communication with their online instructors. Parents are provided with tools that keep the distractions at home to minimum. Parents are encouraged to create a schedule similar to school setting.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Alachua eSchool offers various activities that are supported by the full-time instructors that address social/ emotional needs of students.

Alachua eSchool instructors make weekly phone calls and help support students be successful in their virtual classes. Special appointments can be made to meet face-to-face and support students through counseling sessions.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Alachua eSchool instructors monitor daily activity on their virtual students. Two assignments a week are required for students to stay on pace in each of their core elementary subject areas. Monthly Discussion Based Assessments are required to make sure comprehension of the material is taking place. Parents and guardians are encouraged to create a personal account to monitor activity. Student could be dropped from their virtual course if they do not average completion of 20% of the course per month.

b. Provide the following data related to the school's early warning system

1. 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		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Constant monitoring of student progress ensures success. Students follow the built-in pacing charts in Canvas to meet district requirements for each 9-week grading period.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Soliciting feedback from parents regarding their comfort level in contacting or being contacted by instructors and administrators is important.

During our Enrollment Fair parents have the opportunity to meet the virtual instructors and ask questions pertaining to contact and curriculum.

Parents and students are directed to the Alachua eSchool website to stay informed on what the school has to offer.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Building a positive relationship with families is a priority for all faculty and staff. Students and parents have the opportunity to meet their virtual instructors at anytime during the course of the year.

Communication with local facilities that offer internet access is important. Not all students have access at home. Libraries and local businesses will offer students a place to help students in completing their academics.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Stefansen, Ed	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The instructional leader is responsible for setting clear goals, allocating resources to instruction, managing the curriculum, evaluating teachers, promotes growth in student learning, meets with staff members on a regular basis, work together to problem solve, set high expectations for performance, create a culture for continuous learning, modeling effective instruction, support collaboration, and give praise for effective teaching.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All students are monitored through reporting features built into Canvas. All courses available are district adopted curriculum in digital format. Google doc spreadsheets are sent weekly to the administration at each school sharing student progress and overall grade in their virtual courses. Counseling sessions are offered twice a month meeting the students individually who may be behind in their virtual course.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Edwin Stefansen	Principal
Ashley Purdy	Teacher
Dana Kear	Teacher
Clarence Gagins	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Evaluation of last year's SIP
 Development of this year's SIP
 Preparation of the school's annual budget

b. Development of this school improvement plan

c. Preparation of the school's annual budget and plan

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC funds will be used to support Professional Development and technological support in the public schools.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Stefansen, Ed	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing

scheduling concerns, providing instructional and student resources and materials, and other initiatives.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

One way of encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All Alachua eSchool instructors participate in several online instructional trainings. This ensures that eSchool instructors understand the dynamics of teaching virtually. Several professional development trainings are conducted to match new virtual instructors with teachers who are more seasoned. Support is always available.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Alignment of curriculum and instructional materials to the Florida Standards (Programs)
Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies)

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data collection system established for each team based on core areas. Progress monitoring is also done in each grade level to determine performance, reviewed and interventions planned. Small group instruction occurs outside the home during monthly group outings with Alachua eSchool elementary students and parents.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase built-in support for students to adapt to a virtual environment by providing additional instructional videos and orientation components.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase built-in support for students to adapt to a virtual environment by providing additional instructional videos and orientation components. 1a

G095785

Targets Supported 1b

Indicator	Annual Target
	10.0

Targeted Barriers to Achieving the Goal 3

- Provide additional training for instructors on working with an LMS. Begin focusing on the advanced features of the program.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District resources.

Plan to Monitor Progress Toward G1. 8

The more support students have built in to their online course work the better the chance they have with completing.

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

Students have shown great progress when they keep in communication with their instructors, use the self-help videos, complete an orientation, and stay on pace.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase built-in support for students to adapt to a virtual environment by providing additional instructional videos and orientation components. 1

G095785

G1.B1 Provide additional training for instructors on working with an LMS. Begin focusing on the advanced features of the program. 2

B257879

G1.B1.S1 Book study using "Online Learning Strategies for K-12 Teachers." 4

S272931

Strategy Rationale

To become more familiar with creating a strong infrastructure for online learning. To be able to create customizable courses used in the management system.

Action Step 1 5

Increase built-in support for students to adapt to a virtual environment by providing additional resources.

Person Responsible

Ed Stefansen

Schedule

On 6/1/2018

Evidence of Completion

Action Step 2 5

Monitor student progress and set goals for students to complete 10-12% of their online course material per month.

Person Responsible

Ed Stefansen

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Canvas reports will be reviewed twice a month to review each students progress.

Person Responsible

Ed Stefansen

Schedule

On 6/1/2018

Evidence of Completion

Teachers, lab proctors, and district administrators will receive weekly progress reports in all online providers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Continue working with schools to keep communication lines open when it comes to supporting online students assigned to virtual labs throughout the district.

Person Responsible






Schedule

On 6/1/2018

Evidence of Completion

Weekly progress reports are used regularly. Lab proctors, teachers, and administrators will discuss with students behind in progress. Students are made aware of monthly progress charts.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M392520	The more support students have built in to their online course work the better the chance they have...		8/14/2017	Students have shown great progress when they keep in communication with their instructors, use the self-help videos, complete an orientation, and stay on pace.	6/1/2018 one-time
G1.B1.S1.MA1  M392518	Continue working with schools to keep communication lines open when it comes to supporting online...		8/14/2017	Weekly progress reports are used regularly. Lab proctors, teachers, and administrators will discuss with students behind in progress. Students are made aware of monthly progress charts.	6/1/2018 one-time
G1.B1.S1.MA1  M392519	Canvas reports will be reviewed twice a month to review each students progress.	Stefansen, Ed	8/14/2017	Teachers, lab proctors, and district administrators will receive weekly progress reports in all online providers.	6/1/2018 one-time
G1.B1.S1.A1  A366262	Increase built-in support for students to adapt to a virtual environment by providing additional...	Stefansen, Ed	8/14/2017		6/1/2018 one-time
G1.B1.S1.A2  A366263	Monitor student progress and set goals for students to complete 10-12% of their online course...	Stefansen, Ed	8/14/2017		6/1/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase built-in support for students to adapt to a virtual environment by providing additional instructional videos and orientation components.

G1.B1 Provide additional training for instructors on working with an LMS. Begin focusing on the advanced features of the program.

G1.B1.S1 Book study using "Online Learning Strategies for K-12 Teachers."

PD Opportunity 1

Increase built-in support for students to adapt to a virtual environment by providing additional resources.

Facilitator

Ed Stefansen

Participants

Elementary instructors

Schedule

On 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Increase built-in support for students to adapt to a virtual environment by providing additional resources.	\$0.00
2	G1.B1.S1.A2	Monitor student progress and set goals for students to complete 10-12% of their online course material per month.	\$0.00
Total:			\$0.00