Alachua Eschool (Virtual Franchise)

2018-19 Schoolwide Improvement Plan

Alachua Eschool (Virtual Franchise)

2802 NE 8TH AVE, Gainesville, FL 32641

https://www.sbac.edu/aes

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	I	I	C	I*

*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 10/16/2018.

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

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.

2018-19 DA Category and Statuses for Alachua Eschool (Virtual Franchise)

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- 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 middle and high 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 systemic approach 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. Most students are under the direct instruction of their parents that monitor lessons and help keep students on pace. Additional support and techniques are provided to parents of students who are struggling with the lessons or are not on pace. Students can also request one-on-one instruction with their online instructor. That is done on campus in our computer lab.

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. Most students are under the direct instruction of their parents that monitor lessons and help keep students on pace. 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. A minimum of three assignments a week are required for students to stay on pace.
Monthly Discussion Based Assessments (DBA) 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. We also instruct parents to sign-on as their child to monitor progress, grades, and communication with their instructors.
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	
One or more suspensions	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	2	2	2	1	2	5	14
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	0	2	0	4	7

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	2	0	1	0	4	7

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

All virtual courses have built-in components that alert teachers of students falling behind. Immediate intervension can occur. Communication through text, phone, or email is also encouraged to keep students on pace. Face-to-face meetings can be conducted at the Alachua eSchool office with parent present. Additional strategies include: 3 week monitoring, make-up testing, and discussion of course load.

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 of 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 repsonsible 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 offered through FLVS and Edgenuity. Google doc spreadsheets are sent weekly to the administration at each school sharing student progress and overall grade in their virtual courses. Additional reporting is presented to the lab proctors to monitor student progress and communicate with students who are falling behind. Counseling sessions are offered twice a semester 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
Anthony Mancuso	Parent
Jennifer Miller	Parent
Heather Melendez	Parent
Juliet Hart	Teacher

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, § 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, §
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 in the virtual learning labs established at each public school.

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)

- Teacher collaboration, planning and professional development

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, §
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.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students.
1. AES website > Student Services > School Counseling Services > Scholarships (I post scholarships as we receive them)

2. fastweb.com - free to create an account and pulls tons of scholarships and contests that a student may be eligible to apply for.

3. Floridanext.com - select the magazine cover to view it, pages 51-55 have numerous scholarship

4. SFC Foundation has scholarships for Seniors graduating in Alachua County that will come out in January 2018 and be due typically in February 2018. http://www.sfcollegefoundation.org/

5. The Education Foundation has scholarships for seniors graduating from an Alachua county public school that will come out in January 2018 and be due typically in February 2018. edfoundationac.org

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

• Engineering & Technology Education
• Finance
• Diversified Education
• Health Science
• Hospitality & Tourism
• Human Services
• Information Technology

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

Schools may offer career academies and or career and technical education programs. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

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.

• Adding a strategies class
• School based team review and provide assistance to specific students as needed
• Afterschool/Saturday college readiness workshops for students
• Counselors conduct classroom guidance and individual counseling sessions with students
• Meetings held with parents

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? 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 percentage in students needing state-wide testing.

G2.   Provide additional district-developed courses that support academically challenged students.

G3.   Provide more district developed courses through Canvas to support academically challenged students.

G4.   To increase student performance in meeting their virtual requirement for graduation by 60%.

G5.   Streamline scheduling to be more proficient in district-wide changes.

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 percentage in students needing state-wide testing. `1a`

🔑 G100633

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	100.0

Targeted Barriers to Achieving the Goal `3`

- Students not participating in testing due to misinformation on testing windows, not answering emails, not communicating with their zoned school, or not letting anyone know when they do not show up for testing.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Meetings with school testing coordinators, full time staff, retired staff volunteering, school personnel.

Plan to Monitor Progress Toward G1. `8`

Alachua eSchool continually enrolls students throughout the year. Each student will be reviewed for needed testing. Spread sheets are created for those students along with designating zoned schools. Testing coordinators will provide dates and eSchool will communicate with each student individually.

Person Responsible
Ed Stefansen

Schedule
Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

G2. Provide additional district-developed courses that support academically challenged students. 1a

🔑 G100634

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	20.0

Targeted Barriers to Achieving the Goal 3

- Lack of virtual labs available throughout the district to help students meeting their virtual requirement goal.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Canvas support personnel, District IT Dept., Content Developers from other districts, Pasco eSchool

Plan to Monitor Progress Toward G2. 8

Data will be collected on current courses developed in Canvas. Monitoring of student progress, adjustments to the course, managing students ability to complete the course, and overall pacing.

Person Responsible

Ed Stefansen

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data will be collected on current courses developed in Canvas. Monitoring of student progress, adjustments to the course, managing students ability to complete the course, and overall pacing.

G3. Provide more district developed courses through Canvas to support academically challenged students.
1a

G100635

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	20.0

Targeted Barriers to Achieving the Goal 3

- Designated time needed for training and implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Canvas support personnel, training implemented by seasoned virtual instructors, and shared google docs.

Plan to Monitor Progress Toward G3. 8

Student performance on current Canvas courses launched this school year.

Person Responsible
Ed Stefansen

Schedule
Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion
Student performance on current Canvas courses.

G4. To increase student performance in meeting their virtual requirement for graduation by 60%. `1a`

🔑 G100636

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	60.0

Targeted Barriers to Achieving the Goal `3`

- Pacing charts that match the district school calendar.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Full-time eSchool instructors, eSchool administration, school administration, and lab proctors.

Plan to Monitor Progress Toward G4. `8`

Weekly performance checks.

Person Responsible
Ed Stefansen

Schedule
Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion
Performance charts are distributed to the schools weekly to monitor student performance in all online courses.

G5. Streamline scheduling to be more proficient in district-wide changes. `1a`

🔑 G100637

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Targeted Barriers to Achieving the Goal `3`

- Lack of communication during the beginning of the school year, and numerous schedule changes.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District IC dept, school schedulers, school administration, Skyward support, and additional automation found in FLVS.

Plan to Monitor Progress Toward G5. `8`

Daily reports run during the first six weeks of first and second semester will help target scheduling issues.

Person Responsible

Ed Stefansen

Schedule

On 5/31/2019

Evidence of Completion

The scheduling change report will provide the necessary information.

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 percentage in students needing state-wide testing. 1

🔑 G100633

G1.B1 Students not participating in testing due to misinformation on testing windows, not answering emails, not communicating with their zoned school, or not letting anyone know when they do not show up for testing. 2

🔑 B271532

G1.B1.S1 Meeting with testing coordinators and develop a testing window for eSchool and homeschool students where eSchool communicates with students and when and where to go. 4

🔑 S287420

Strategy Rationale

eSchool would have more control on knowing if students arrived for testing.

Action Step 1 5

Monitoring chart of all students who are full time with Alachua eSchool and need state testing.

Person Responsible

Ed Stefansen

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

Students would communicate directly with Alachua eSchool instead of their zoned school. Also provide testing at Alachua eSchool.

Person Responsible

Ed Stefansen

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

Students are to communicate with eSchool if they did test or were not able to test. For those who do not test we will provide additional dates for testing.

Person Responsible

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

G2. Provide additional district-developed courses that support academically challenged students. 1

🔑 G100634

G2.B1 Lack of virtual labs available throughout the district to help students meeting their virtual requirement goal. 2

🔑 B271533

G2.B1.S1 Working with the districts IT dept and other district personnel who work directly with the schools on use of space. 4

🔑 S287421

Strategy Rationale

The more we plan now for establishing space for virtual labs in the public schools that increases the chance for students to complete their virtual requirement.

Action Step 1 5

The action would require technical assistance from the district.

Person Responsible

Ed Stefansen

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

More technical assistance from the district eliminates on-going issues in the virtual labs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monthly meetings will be held during Spring semester to meet the virtual demands in the schools for the 2018-2019 school year.

Person Responsible

Ed Stefansen

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Meetings, monitoring current virtual labs effectiveness, monitoring student performance in completing virtual courses.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Streamline scheduling to be more proficient in district-wide changes.

Person Responsible

Ed Stefansen

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Monitor changes in IC, utilize the new Alachua eSchool report that shows district scheduling changes.

G3. Provide more district developed courses through Canvas to support academically challenged students. `1`
🔍 G100635

G3.B1 Designated time needed for training and implementation `2`
🔍 B271534

G3.B1.S1 District personnel designated to Canvas support `4`
🔍 S287422

Strategy Rationale

This would provide the district with on-going support throughout the school year.

Action Step 1 `5`

District personnel designated to district developed courses in Canvas.

Person Responsible

Ed Stefansen

Schedule

On 5/31/2019

Evidence of Completion

Other districts that have personnel designated to Canvas have increased productivity in the courses.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monitor student performance in district launched Canvas courses.

Person Responsible

Ed Stefansen

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Progress is monitored daily on student performance in district developed Canvas courses.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Daily monitoring of student performance will be closely observed in Canvas.

Person Responsible

Ed Stefansen

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Daily monitoring is observed of student performance in Canvas.

G4. To increase student performance in meeting their virtual requirement for graduation by 60%. 1

🔑 G100636

G4.B1 Pacing charts that match the district school calendar. 2

🔑 B271535

G4.B1.S1 Make sure that students are aware of the pacing charts provided. 4

🔑 S287423

Strategy Rationale

The more that students stay on task the better chance they have in completing their online courses.

Action Step 1 5

Full-time eSchool instructors will visit the virtual labs regularly to monitor student progress.

Person Responsible

Ed Stefansen

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student performance is shown to increase with frequent visits from full-time instructors.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Full-time instructors will visit virtual labs regularly.

Person Responsible

Ed Stefansen

Schedule

On 5/31/2019

Evidence of Completion

Student performance is better with frequent visits from full-time eSchool instructors.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Frequent visits to students in virtual labs will help increase performance.

Person Responsible

Ed Stefansen

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student performance increases with frequent visits from full time instructors.

G5. Streamline scheduling to be more proficient in district-wide changes. `1`
🔑 G100637

G5.B1 Lack of communication during the beginning of the school year, and numerous schedule changes.
`2`
🔑 B271536

G5.B1.S1 Develop a report through Skyward that only lists schedule changes during a given time frame.
`4`
🔑 S287424

Strategy Rationale

Focusing on only the schedule changes gives us additional time to enroll students in correct courses.

Action Step 1 `5`

Streamline scheduling to be more proficient in district-wide changes.

Person Responsible

Ed Stefansen

Schedule

On 5/31/2019

Evidence of Completion

Streamlining scheduling issues at the beginning of the semester helps in having students enrolled in the virtual classes in a much timely manner.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Streamline scheduling to be more proficient in district-wide changes.

Person Responsible

Ed Stefansen

Schedule

On 5/31/2019

Evidence of Completion

Streamlining scheduling issues at the beginning of the semester helps in having students enrolled in the virtual classes in a much timely manner.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Monitoring schedule changes daily will increase student performance by having them in their correct classes early on.

Person Responsible

Ed Stefansen

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

When scheduling issues are taken care of immediately, students will be able to enroll in the correct online course and be able to start in a timely manner.

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

G2. Provide additional district-developed courses that support academically challenged students.

G2.B1 Lack of virtual labs available throughout the district to help students meeting their virtual requirement goal.

G2.B1.S1 Working with the districts IT dept and other district personnel who work directly with the schools on use of space.

TA Opportunity 1

The action would require technical assistance from the district.

Facilitator

Ed Stefansen

Participants

District personnel, Alachua eSchool Assistant Coordinator, full-time instructors, and lab proctors.

Schedule

Weekly, from 8/13/2018 to 5/31/2019

VII. Budget

1	G1.B1.S1.A1	Monitoring chart of all students who are full time with Alachua eSchool and need state testing.	$0.00
2	G2.B1.S1.A1	The action would require technical assistance from the district.	$0.00
3	G3.B1.S1.A1	District personnel designated to district developed courses in Canvas.	$0.00
4	G4.B1.S1.A1	Full-time eSchool instructors will visit the virtual labs regularly to monitor student progress.	$0.00
5	G5.B1.S1.A1	Streamline scheduling to be more proficient in district-wide changes.	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 🔑 M425992	Alachua eSchool continually enrolls students throughout the year. Each student will be reviewed for...	Stefansen, Ed	8/13/2018		5/31/2019 weekly
G2.MA1 🔑 M425995	Data will be collected on current courses developed in Canvas. Monitoring of student progress,...	Stefansen, Ed	8/13/2018	Data will be collected on current courses developed in Canvas. Monitoring of student progress, adjustments to the course, managing students ability to complete the course, and overall pacing.	5/31/2019 weekly
G3.MA1 🔑 M425998	Student performance on current Canvas courses launched this school year.	Stefansen, Ed	8/13/2018	Student performance on current Canvas courses.	5/31/2019 weekly
G4.MA1 🔑 M426001	Weekly performance checks.	Stefansen, Ed	8/13/2018	Performance charts are distributed to the schools weekly to monitor student performance in all online courses.	5/31/2019 weekly
G5.MA1 🔑 M426004	Daily reports run during the first six weeks of first and second semester will help target...	Stefansen, Ed	8/13/2018	The scheduling change report will provide the necessary information.	5/31/2019 one-time
G1.B1.S1.MA1 🔑 M425990	Students are to communicate with eSchool if they did test or were not able to test. For those who...		8/13/2018		5/31/2019 weekly
G1.B1.S1.MA1 🔑 M425991	Students would communicate directly with Alachua eSchool instead of their zoned school. Also...	Stefansen, Ed	8/13/2018		5/31/2019 weekly
G1.B1.S1.A1 🔑 A389902	Monitoring chart of all students who are full time with Alachua eSchool and need state testing.	Stefansen, Ed	8/13/2018		5/31/2019 weekly
G2.B1.S1.MA1 🔑 M425993	Streamline scheduling to be more proficient in district-wide changes.	Stefansen, Ed	8/13/2018	Monitor changes in IC, utilize the new Alachua eSchool report that shows district scheduling changes.	5/31/2019 weekly
G2.B1.S1.MA1 🔑 M425994	Monthly meetings will be held during Spring semester to meet the virtual demands in the schools for...	Stefansen, Ed	8/13/2018	Meetings, monitoring current virtual labs effectiveness, monitoring student performance in completing virtual courses.	5/31/2019 monthly
G2.B1.S1.A1 🔑 A389903	The action would require technical assistance from the district.	Stefansen, Ed	8/13/2018	More technical assistance from the district eliminates on-going issues in the virtual labs.	5/31/2019 weekly
G3.B1.S1.MA1 🔑 M425996	Daily monitoring of student performance will be closely observed in Canvas.	Stefansen, Ed	8/13/2018	Daily monitoring is observed of student performance in Canvas.	5/31/2019 daily
G3.B1.S1.MA1 🔑 M425997	Monitor student performance in district launched Canvas courses.	Stefansen, Ed	8/13/2018	Progress is monitored daily on student performance in district developed Canvas courses.	5/31/2019 daily
G3.B1.S1.A1 🔑 A389904	District personnel designated to district developed courses in Canvas.	Stefansen, Ed	8/13/2018	Other districts that have personnel designated to Canvas have increased productivity in the courses.	5/31/2019 one-time
G4.B1.S1.MA1 🔑 M425999	Frequent visits to students in virtual labs will help increase performance.	Stefansen, Ed	8/13/2018	Student performance increases with frequent visits from full time instructors.	5/31/2019 weekly
G4.B1.S1.MA1 🔑 M426000	Full-time instructors will visit virtual labs regularly.	Stefansen, Ed	8/13/2018	Student performance is better with frequent visits from full-time eSchool instructors.	5/31/2019 one-time
G4.B1.S1.A1 🔑 A389905	Full-time eSchool instructors will visit the virtual labs regularly to monitor student progress.	Stefansen, Ed	8/13/2018	Student performance is shown to increase with frequent visits from full-time instructors.	5/31/2019 weekly
G5.B1.S1.MA1 🔑 M426002	Monitoring schedule changes daily will increase student performance by having them in their correct...	Stefansen, Ed	8/13/2018	When scheduling issues are taken care of immediately, students will be able to	5/31/2019 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				enroll in the correct online course and be able to start in a timely manner.	
G5.B1.S1.MA1 🔑 M426003	Streamline scheduling to be more proficient in district-wide changes.	Stefansen, Ed	8/13/2018	Streamlining scheduling issues at the beginning of the semester helps in having students enrolled in the virtual classes in a much timely manner.	5/31/2019 one-time
G5.B1.S1.A1 🔑 A389906	Streamline scheduling to be more proficient in district-wide changes.	Stefansen, Ed	8/13/2018	Streamlining scheduling issues at the beginning of the semester helps in having students enrolled in the virtual classes in a much timely manner.	5/31/2019 one-time