Alachua Eschool (Virtual Franchise)

2020-21 Schoolwide Improvement Plan

Table of Contents

Alachua Eschool (Virtual Franchise)

2802 NE 8TH AVE, Gainesville, FL 32641

https://www.sbac.edu/aes

Demographics

Principal: J ESE Ly Alvarez Masencup   Start Date for this Principal: 9/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: I (%) 2017-18: I (%) 2016-17: I (%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	42%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	I	I	I	I

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Stefansen, Ed	Principal	The instructional leader is responsible for setting clear goals, allcoating resources to instruction, managing the curriculum, evaluating teachers. He also promotes growth in student learning, meets with staff members on a regular basis, works together to problem solve, sets high expectations for performance, creates a culture for continuous learning, models effective instruction, supports collaboration, and gives praise for effective teaching.

Demographic Information

Principal start date
Tuesday 9/15/2020, J ESE Ly Alvarez Masencup

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
37

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	100	135	133	109	109	111	98	795
Attendance below 90 percent	0	0	0	0	0	0	20	21	35	36	26	42	37	217
One or more suspensions	0	0	0	0	0	0	1	9	7	8	3	6	7	41
Course failure in ELA	0	0	0	0	0	0	0	7	8	11	12	15	6	59
Course failure in Math	0	0	0	0	0	0	4	5	9	9	17	14	18	76
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	19	24	24	29	24	21	15	156
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	26	25	27	17	28	38	28	189

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	23	28	31	34	31	37	32	216

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 9/15/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	12	11	8	11	7	8	10	67
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	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	3	2	3	2	2	12

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	12	11	8	11	7	8	10	67
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	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	3	2	3	2	2	12

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	57%	53%
ELA Learning Gains	0%	52%	51%	0%	54%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	42%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	54%	48%	0%	41%	44%
Math Lowest 25th Percentile	0%	48%	45%	0%	32%	39%
Science Achievement	0%	68%	68%	0%	65%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	53%	-53%	54%	-54%
	2018	0%	55%	-55%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	82%	54%	28%	52%	30%
	2018	0%	55%	-55%	51%	-51%
Same Grade Comparison		82%				
Cohort Comparison		82%				
08	2019	73%	61%	12%	56%	17%
	2018	0%	61%	-61%	58%	-58%
Same Grade Comparison		73%				
Cohort Comparison		73%				
09	2019	0%	60%	-60%	55%	-55%
	2018	0%	58%	-58%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	55%	-55%	53%	-53%
	2018	0%	60%	-60%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	52%	-52%	55%	-55%
	2018	0%	53%	-53%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	60%	59%	1%	54%	6%
	2018	0%	58%	-58%	54%	-54%
Same Grade Comparison		60%				
Cohort Comparison		60%				
08	2019	0%	27%	-27%	46%	-46%
	2018	0%	24%	-24%	45%	-45%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	43%	54%	-11%	48%	-5%
	2018	0%	53%	-53%	50%	-50%
Same Grade Comparison		43%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	67%	-67%
2018	0%	68%	-68%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	69%	1%	71%	-1%
2018	0%	69%	-69%	71%	-71%
Compare		70%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	71%	8%	70%	9%
2018	0%	71%	-71%	68%	-68%
Compare		79%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	56%	-29%	61%	-34%
2018	0%	60%	-60%	62%	-62%
Compare		27%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	48%	-15%	57%	-24%
2018	0%	63%	-63%	56%	-56%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		33%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	78	71		45	55					57	
FRL										50	
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	8
Percent Tested	75%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Alachua eSchool has a federal ESSA designation of CS&I because it's graduation rate in 2017-18 was 62%-- below the target of 68%. (Graduation rates lag by one year for calculation in both school grades and ESSA accountability). The school improved the rate to 80% in 2018-19. But no school grades or ESSA ratings were awarded in 2019-20, so the school remains CS&I, even though it exceeded the target. The school will continue to focus on raising the graduation rate until it equals or exceeds the district and state average.

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

Geometry EOC had the greatest decline from the prior year. FLVS changed the version of the course and I feel that the older version did not have all of the necessary components to prepare students for the EOC. Also, students may not reach out to the instructors when needing support.

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.

8th grade science seemed to show the greatest gap when compared to the state average. Virtual students tend to focus more on language arts and math and less on science and social studies.

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

7th grade had the most improvement in language arts in comparison to the state. We did not have data from the prior year to see a gain.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The number of high school students with one or more course failures, and the number scoring level 1 on state assessments are a significant concern. These students are at-risk for graduation due to credit deficiency and the need for remediation to be prepared to meet the graduation assessment requirements.

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

1. Facilitating credit retrieval opportunities for high school students
2. Providing intensive ELA and math instruction for high school students needing to pass graduation assessments
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	Increase graduation rate for Alachua eSchool. The rate is below the state and district average.
Measurable Outcome:	Increase the graduation rate by 3 percentage points, from 80% to 83%.
Person responsible for monitoring outcome:	Ed Stefansen (stefanem@gm.sbac.edu)
Evidence-based Strategy:	We will develop a comprehensive plan for students who come from other schools in the district who are credit deficient or who have failed state testing. Our enrollment has swollen by more than 10-fold due to COVID-19. We do not have the student services staffing to provide the case management that is required for this many students, and must rely on collaboration with students home-zoned schools. Pace charts will be created for students to provide a visual mechanism to aid in staying on task. Our staff will spend more time observing students' abilities in achieving completion in their online courses along with online instructors providing feedback of progress to both parent and students. Our students will participate in online credit retrieval facilitated by their zoned schools, and return to their zone schools for standardized testing.
Rationale for Evidence-based Strategy:	If students are aware of their monthly goals and prepared to effectively complete a DBA, online instructors along will see that comprehension has taken place to prepare students for the next module.

Action Steps to Implement

Collaborate with guidance counselors providing case management to schedule all students needing concordant scores for graduation to take the appropriate test (FSA Retake, PSAT, ACT) at their zoned school.

Person Responsible	Ed Stefansen (stefanem@gm.sbac.edu)

Enroll credit deficient students in CROP credit retrieval classes through their zoned schools.

Person Responsible	Ed Stefansen (stefanem@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

eSchool students will have the opportunity to participate in test-preparation activities, boot camps, etc. at their home zoned schools to facilitate success with graduation assessments.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Although asynchronous virtual learning can seem less personal than traditional learning modalities, Alachua eSchool works to create a culture as your local, hometown virtual school. All of our staff are located in Alachua County--in the same community where our students live--and are easily accessible. We pride ourselves on building relationships with students and their families so that students feel known, safe, and cared about. Our teachers maintain constant communication with students, including arranging face-to-face visits. Our population is diverse, and we embrace educational equity. Our teachers participate in professional development to foster culturally responsive teaching. All of our students are valued and racial and ethnic diversity are seen as assets. Our students are united by their desire to share in a flexible learning environment where the pace of instruction and time of day can adapt to meet their individual needs and schedules. We intentionally build relationships with parents and rely heavily on them as partners to monitor the learning environment and collaborate with us to support students' efforts.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.