

Hernando County School District

# Hernando Eschool Virtual Franchise



2021-22 Schoolwide Improvement Plan

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## Hernando Eschool Virtual Franchise

1070 VARSITY DR, Brooksville, FL 34601

[ no web address on file ]

### Demographics

**Principal: Zana Wiseman**

Start Date for this Principal: 8/23/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	4%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (70%) 2017-18: A (70%) 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Hernando 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](http://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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# Hernando Eschool Virtual Franchise

1070 VARSITY DR, Brooksville, FL 34601

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">7%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">35%</p>

## School Grades History

	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Year</b>				
<b>Grade</b>		A	A	A

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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>.

## 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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

To expand access to education, meeting the needs of our learners and investing in the leaders of tomorrow.

#### Provide the school's vision statement.

Hernando eSchool's instructional program offers a variety of assignment and assessment techniques that address various learning styles. Online learning enables students to assume responsibility for their own learning.

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Wiseman, Zana	Administrative Support	I am the Principal of Hernando eSchool.
Coniglio, Elizabeth	Teacher, ESE	
Piechowicz, Carrie	School Counselor	

### Demographic Information

#### Principal start date

Monday 8/23/2021, Zana Wiseman

**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.*

**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.*

**Total number of teacher positions allocated to the school**

**Total number of students enrolled at the school**

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

#### Demographic Data

### Early Warning Systems

**2021-22**

**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	0	0	0	0	0	0	0	0
Attendance below 90 percent	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
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Monday 8/23/2021

**2020-21 - 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	0	0	0	0	0	0	0	0
Attendance below 90 percent	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
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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 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 0

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

**2020-21 - 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 0 0 0 0 0 0 0 0

Attendance below 90 percent 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

Course failure in ELA 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Course failure in Math 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Level 1 on 2019 statewide ELA assessment 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Level 1 on 2019 statewide Math assessment 0 0 0 0 0 0 0 0 0 0 0 0 0 0

**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 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 0

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				93%	49%	56%	86%	48%	56%
ELA Learning Gains				73%	45%	51%	57%	48%	53%
ELA Lowest 25th Percentile					36%	42%		39%	44%
Math Achievement				80%	51%	51%	72%	47%	51%
Math Learning Gains				47%	45%	48%	56%	43%	48%
Math Lowest 25th Percentile					38%	45%		40%	45%
Science Achievement					68%	68%		58%	67%
Social Studies Achievement					71%	73%		68%	71%

**Grade Level Data Review - State Assessments**  
**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	2021					
	2019	0%	52%	-52%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	49%	-49%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	53%	-53%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	50%	-50%	46%	-46%
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	0%	54%	-54%	48%	-48%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	67%	-67%	67%	-67%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	75%	-75%	71%	-71%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	70%	-70%	70%	-70%

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	59%	-59%	61%	-61%

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	55%	-55%	57%	-57%

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	23	42		38	46						
BLK	42	58						60			
HSP	67	52	40	69	47		67	76	60		
MUL	54	58		55	20						
WHT	62	53	41	57	37	42	62	78	19	100	26



2021 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 2019-20	C & C Accel 2019-20
FRL	48	43	38	50	35	42	43	66		100	19
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										100	36
FRL										100	22
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
WHT	88	56		64	50					100	36

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	11
Percent Tested	53%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - 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%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

Students are most engaged in their elective courses.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

We need to engage more in the core subject areas, math seems to be the least engaged.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Teacher data and student survey information.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

N/A

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

We had many new students that had not experienced virtual education before. We did a great deal of work educating parents about what attendance looks like on our campus.

#### **What strategies will need to be implemented in order to accelerate learning?**

Progress monitoring through My Progress and Intelliboard.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

PD on grading feedback and monitoring attendance will be provided.

#### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will use Intelliboard as an add on tool for monitoring students.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Leadership specifically relating to Managing Accountability Systems**

**Area of Focus Description and Rationale:** We reviewed the data and determined that we have the progress monitoring tools, it is how we are using them. We will pinpoint My Progress, VSA and Intelliboard, training teachers what to do with the information that they have on their students.

**Measurable Outcome:** We will monitor attendance and achieve a 94% attendance rate for our school.

**Monitoring:** I will monitor our students each month for attendance and send reports to the teachers for action steps that they need to take with their students.

**Person responsible for monitoring outcome:** Zana Wiseman (wiseman\_z@hcsb.k12.fl.us)

**Evidence-based Strategy:** We know that when students attend their courses they will finish to gain the credit for the course.

**Rationale for Evidence-based Strategy:** Attendance has a direct tie to course completion.

**Action Steps to Implement**

Teachers will pull a monthly report to monitor their students.  
I will follow up by pulling a report for each teacher and sending them an email with action steps for each student.

**Person Responsible** Zana Wiseman (wiseman\_z@hcsb.k12.fl.us)

**#2. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:** Student engagement is critical to course completion. If a student is getting timely feedback then they will continue in the course to complete it.

**Measurable Outcome:** Teachers will not have any ungraded assignments that are older than 48 hours.

**Monitoring:** An administrative report will be pulled weekly to see if teachers have ungraded assignments older than 48 hours.

**Person responsible for monitoring outcome:** Zana Wiseman (wiseman\_z@hcsb.k12.fl.us)

**Evidence-based Strategy:** We know that when students get their work looked at and graded they are intrinsically motivated to submit more assignments.

**Rationale for Evidence-based Strategy:** We used student survey to determine student outcomes.

**Action Steps to Implement**

Teachers will be trained on grading feedback.  
An administrative report will be pulled weekly to see if teachers have ungraded assignments older than 48 hours.

**Person Responsible** Zana Wiseman (wiseman\_z@hcsb.k12.fl.us)

**#3. Culture & Environment specifically relating to Early Warning Systems**

<b>Area of Focus Description and Rationale:</b>	We know that if we catch students early, before they fail or stop attending, we can change their path.
<b>Measurable Outcome:</b>	94% of students will be in attendance of their classes, of that 80% will be on track.
<b>Monitoring:</b>	An administrative report will be pulled weekly to monitor the progress and attendance of all students through Intelliboard and VSA.
<b>Person responsible for monitoring outcome:</b>	Zana Wiseman (wiseman_z@hcsb.k12.fl.us)
<b>Evidence-based Strategy:</b>	When students are on track they will finish their courses in 16 weeks.
<b>Rationale for Evidence-based Strategy:</b>	Students that finish on time will gain the needed credits within the traditional school year and we will get funding.

**Action Steps to Implement**

A weekly report will be pulled and action items sent to teachers.  
**Person Responsible** Zana Wiseman (wiseman\_z@hcsb.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

**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.**

We have weekly updates and monthly staff face to face meetings. We ambassador at community events throughout the school year.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Our internal stakeholders are our staff, students and parents. They promote a positive influence with their monthly contacts and DBAs. Our external stakeholders are the member of the community and district office staff. We promote positive influences by building relationships with them and giving them information about our school.

**Part V: Budget**

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
<b>Total:</b>			<b>\$0.00</b>