

Alachua County Public Schools

Alachua Eschool (Virtual Franchise)



2021-22 Schoolwide Improvement Plan

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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: 8/30/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2020-21 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 (%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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<https://www.sbac.edu/aes>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>47%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>57%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade				

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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.

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 middle 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	Position Title	Job Duties and Responsibilities
Becker, Mallory	Principal	The instructional leader is responsible for setting clear goals, allocating resources for instruction, managing the curriculum, and evaluating teachers. In addition, she 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 and encourages collaboration, and gives specific praise for effective teaching.

Demographic Information

Principal start date

Monday 8/30/2021, 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.*

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

17

Total number of students enrolled at the school

430

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

26

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

0

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

Thursday 8/5/2021

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	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	0	2	1	0	2	2	3	11

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	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

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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

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					59%	56%		57%	56%
ELA Learning Gains					52%	51%		55%	53%
ELA Lowest 25th Percentile					39%	42%		41%	44%
Math Achievement					54%	51%		48%	51%
Math Learning Gains					54%	48%		43%	48%
Math Lowest 25th Percentile					48%	45%		37%	45%
Science Achievement					68%	68%		67%	67%
Social Studies Achievement					75%	73%		73%	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%	53%	-53%	54%	-54%
Cohort Comparison						
07	2021					
	2019	82%	54%	28%	52%	30%
Cohort Comparison		0%				
08	2021					
	2019	73%	61%	12%	56%	17%
Cohort Comparison		-82%				
09	2021					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison		-73%				
10	2021					
	2019	0%	55%	-55%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	52%	-52%	55%	-55%
Cohort Comparison						
07	2021					
	2019	60%	59%	1%	54%	6%
Cohort Comparison		0%				
08	2021					
	2019	0%	27%	-27%	46%	-46%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	43%	54%	-11%	48%	-5%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	69%	1%	71%	-1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	71%	8%	70%	9%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	56%	-29%	61%	-34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	48%	-15%	57%	-24%

Grade Level Data Review - Progress Monitoring Assessments

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

FSA for ELA

End-of Course exams for Math (Algebra 1 and Geometry), Biology, US History, and Civics

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	100	
	Economically Disadvantaged Students With Disabilities	100		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	100	100	
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	0	
	Economically Disadvantaged	100		
	Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	75	0	
	Economically Disadvantaged	50	0	
	Students With Disabilities English Language Learners		0	
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	83	0	
	Economically Disadvantaged	67	0	
	Students With Disabilities English Language Learners	0	0	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	33	
	Economically Disadvantaged	0	0	
	Students With Disabilities	0	0	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	
	Economically Disadvantaged	0	0	
	Students With Disabilities	0	0	
	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	33	50	
	Economically Disadvantaged	100	0	
	Students With Disabilities	100	0	
	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				
	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	20	100	
	Economically Disadvantaged Students With Disabilities English Language Learners	100		
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	
	Economically Disadvantaged Students With Disabilities English Language Learners	0	0	
	Number/% Proficiency	Fall	Winter	Spring
US History	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	25 0 0		

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			

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	27	55		40	40						
BLK	36	39	23	22	6						
HSP	54	57		64	46						
WHT	75	64	50	68	54	50	72	91	14	92	52
FRL	39	40	24	33	33	23	53		7		

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

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	11
Percent Tested	53%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	62
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Due to Covid, many of our students failed to come in to the school campus to participate in testing.

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

Alachua eSchool has a federal ESSA designation of CS & I, because it's graduation rate in 17-18 was 62%--below the target of 68%. The school improved the rate to 80% in 18-19. No school grades or ESSA ratings were awarded in 20-21, 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.

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

We were below district and state averages for graduation rate. We would need to provide additional dates/times for testing to allow for additional flexibility to accommodate student schedules.

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

7th grade had the most improvement in Language Arts in comparison to the state.

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

Increased focus on school-wide Literacy.

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

1. Facilitate credit retrieval opportunities for high school students
2. Provide intensive ELA and math instruction for high school students needing to pass graduation assessments.

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.

Teachers will be trained in Illuminate which is the Districts form of Progress Monitoring.

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

Provide intensive reading to Level 1s and 2s for FSA. Supplemental supports for FSA and Algebra 1.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus

Description and Rationale: Increase the graduation rate for Alachua eSchool.

Measurable Outcome: Increase the graduation rate by 3 percentage points, from 80% to 83%.

Monitoring: Scores from the FSA ELA and Algebra 1 EOC will be monitored. Students will be given multiple opportunities to test throughout the school year.

Person responsible for monitoring outcome: Mallory Becker (beckermk@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 numbers are excessive due to Covid-19, and we are short on support staff that can appropriately monitor all areas. We must work collaboratively with district staff and the home-zone schools to ensure that all areas of graduation (i.e., credits, testing, and all graduation requirements) are being met. Pace charts will be created for students to provide a visual mechanism to aid 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 will assess that comprehension has taken place to in order 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. Enroll credit deficient students in CROP credit retrieval classes through their zoned schools.

Person Responsible: Mallory Becker (beckermk@gm.sbac.edu)

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.

Alachua 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.

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 purposefully build relationships with parents and rely heavily on them as partners to monitor the learning environment and collaborate with us to support students' efforts.

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

Teachers will provide students one-on-one tutoring via Zoom whenever necessary. Teachers will host Testing Bootcamps to help students acquire positive testing strategies to aid them when testing.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
Total:			\$0.00