Alachua Eschool (Virtual Franchise)

2022-23 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: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2021-22 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	2021-22: I (%) 2018-19: I (%) 2017-18: 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	CSI
* 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.](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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2802 NE 8TH AVE, Gainesville, FL 32641

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	51%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	I		I	I

School Board Approval

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SIP Authority

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.

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 Alachua eSchool will provide challenging, inspiring, and engaging educational experiences to equip students with critical skills that promote the intellectual, social, emotional, and physical growth needed to be highly successful in college and careers and to be productive citizens.

Provide the school's vision statement.

Virtually teaching, supporting, and connecting students.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Alvarez, Jesely	Principal	To provide effective leadership in the administration and supervision of school operations to promote the successful education of students in a safe and orderly environment.
Perry, Meredith	School Counselor	To provide students with educational, personal and vocational counseling and to identify and coordinate all available resources to promote intellectual, emotional, physical, and psychological growth and maturation of students in accordance with district, state, and federal standards.
Baez, Christthianny	Registrar	To prepare and maintain accurate student records in accordance with District policies and procedures.
Tolbert, Kenya	Other	To perform highly responsible, complex secretarial and support functions to maintain the smooth and efficient operation of the department.
Burns, Sarah	Other	To perform highly responsible professional/technical support functions for the program service area.

Demographic Information

Principal start date

Friday 7/1/2022, J ESE Ly Alvarez Masencup

Number of teachers with a 2022 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 2022 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.*

16

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

430

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	46	57	73	49	78	65	62	430
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	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	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	15	22	16	19	41	0	0	113
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	53	32	65	0	0	0	0	150
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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

Using current year data, complete the table below with the number of students identified as being "retained.":

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	

Date this data was collected or last updated

Tuesday 8/23/2022

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	
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	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	
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	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	

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	

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	46	57	73	49	78	65	62	430
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	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	19	24	24	29	24	21	15	156
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	26	25	27	17	28	38	28	189
Number of students with a substantial reading deficiency	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	51%					59%	56%
ELA Learning Gains								52%	51%
ELA Lowest 25th Percentile								39%	42%
Math Achievement		30%	38%					54%	51%
Math Learning Gains								54%	48%
Math Lowest 25th Percentile								48%	45%
Science Achievement		48%	40%					68%	68%
Social Studies Achievement		47%	48%					75%	73%

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	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison						
07	2022					
	2019	82%	54%	28%	52%	30%
Cohort Comparison		0%				
08	2022					
	2019	73%	61%	12%	56%	17%
Cohort Comparison		-82%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	52%	-52%	55%	-55%
Cohort Comparison						
07	2022					
	2019	60%	59%	1%	54%	6%
Cohort Comparison		0%				
08	2022					
	2019	0%	27%	-27%	46%	-46%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	43%	54%	-11%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	69%	1%	71%	-1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	71%	8%	70%	9%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	56%	-29%	61%	-34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	48%	-15%	57%	-24%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD											
BLK	31	29		19	35		18	45		80	
HSP	50	80		30						64	
WHT	73	58		75	62		63	67	65	67	50
FRL	45	43		34	44	40	18	42	55	58	48

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	

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
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	403
Total Components for the Federal Index	11
Percent Tested	44%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	64
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Our school has a designation of CSI for 2021-22. A school is identified for Comprehensive Support & Improvement (CSI) if it earns a D or F school grade, has an overall Federal Index of 40 percent or less, or has a graduation rate of 67 percent or lower.

Federal Index:
2020-21, overall federal index was 57%. 2021-22, overall federal index was 43% (14% decrease). 2021-22, federal index was 36% for Black/African American students (2% increase).

Graduation Rate:
The graduation rate in 2019-20 was 94% (higher than district/state average). In 2020-21 the rate declined significantly to 68%. The graduation rate is determined using prior-year data and lag by one year.

English Language Arts:
ELA achievement in 2020-21 64% of students earned a level 3 or higher in comparison to last year in 2021-22 61% (3% decrease) earned a level 3 or higher. Both results are above district/state achievement levels (~10% higher).

Mathematics:
Mathematics achievement in 2020-21 59% of students earned a level 3 or higher in comparison to last year in 2021-22 50% (9% decrease) earned a level 3 or higher. Both of these results are above/comparable to district and state achievement levels.

Science: Not enough data is available for one or more levels of data.

Social Studies:
Social studies achievement in 2020-21 92% of students earned a level 3 or higher in comparison to last year in 2021-22 54% (38% decrease) earned a level 3 or higher. Last years results are significantly below district and state achievement levels (~14% lower).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Federal Index:
2021-22, federal index was 36% for Black/African American students (2% increase) needs improvement to meet or exceed school overall federal index.

Graduation Rate:
The graduation rate in 2019-20 was 94% (higher than district/state average). In 2020-21 the rate declined significantly to 68%. The graduation rate is determined using prior-year data and lag by one year.

Mathematics:
Mathematics achievement in 2020-21 59% of students earned a level 3 or higher in comparison to last year in 2021-22 50% (9% decrease) earned a level 3 or higher. Both of these results are above/comparable to district and state achievement levels.

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

Graduation Rate:
Although there were factors such as COVID that significantly increased the number of students and impacted outcomes, the graduation rate decreased sharply in 202-21 by 26%. It is important to our team to improve in this area.

The graduation rate in 2019-20 was 94% (higher than district/state average). In 2020-21 the rate declined significantly to 68% and needs improvement. The graduation rate is determined using prior-year data and lag by one year.

Mathematics:
Mathematics achievement in 2020-21 59% of students earned a level 3 or higher in comparison to last year in 2021-22 50% (9% decrease) earned a level 3 or higher. Both of these results are above/comparable to district and state achievement levels. The 9% decrease is significant and needs improvement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

English Language Arts:
ELA achievement in 2020-21 64% of students earned a level 3 or higher in comparison to last year in 2021-22 61% (3% decrease) earned a level 3 or higher. Both results are above district/state achievement levels (~10% higher).

Minimal change from year to the next in student achievement in ELA yet consistent in achievement in ELA above district/state achievement levels.

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

A key contributing factor to improvement in ELA, is having highly qualified teachers providing consistent progress monitoring through FLVS to ensure 100% course completions.

Students taking charge of their learning in this unique virtual school model allows for students to flexibly pace learning and course completion within the parameters of Alachua eSchool and FLVS guidelines and be on pace for course completion at a rate of %5 per week and/or 20% per month.

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

Graduation Rate:
We were allocated a school counselor this school year. Our school counselor will help teachers progress monitor and log student success each month and provide intervention for students who are not on track for success (less than 20% course completion per month through FLVS) using the EPT process entered in Skyward SIS (Student Information System).

Additionally, the leadership team is collaborating with our district and other virtual schools around the state showing success in graduation rates to review our current practices and policies at eSchool. Course completion and progress monitoring due to attendance/pacing concerns was a big factor to student success/unsuccessfulness last year that teachers and support staff spent much time on and is an area needing improvement.

The leadership team will address students who demonstrate FAILURE TO PROGRESS through the EPT process and progress monitoring.

Mathematics:
Collaborate with our district 6-12 Math Curriculum Specialist, Derrik Frazier, and IT Coach, Patrick Kee, to provide professional development to teachers. Specifically, methods of intervention and/or enrichment in math for students in eschool, a virtual learning model.

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.

Mathematics:
Collaborate with our district 6-12 Math Curriculum Specialist, Derrik Frazier, and IT Coach, Patrick Kee, to provide professional development to teachers. Specifically, methods of intervention and/or enrichment in math for students in eschool, a virtual learning model.

Social Studies:
Collaborate with our district Social Studies Curriculum Specialist, Jon Rehm, and IT Coach, Patrick Kee, to provide professional development to teachers. Specifically, instructional practices for teaching and engaging students in eschool, a virtual learning model.

Graduation Rate:
Site visits and/or virtual meetings with virtual schools in the state who have demonstrated success in student graduation rates, such as, Pasco County Schools.

Seek and calendar teacher learning opportunities for weekly/monthly trainings from Florida Virtual School (FLVS) to keep abreast of new virtual/system strategies to increase teacher/team capacity and knowledge, specifically in the area 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.

Mathematics:
Monthly teacher meetings are used to review data amongst teachers. This practice along with professional development will be vital in assessing and monitoring student progress.

Additionally, this year, Alachua eSchool Virtual students will be able to test remotely for state tests such as FAST. We are looking forward to have these assessments three times throughout the year to assist us in capturing student needs and providing intervention and support earlier.

Graduation rate: Leadership team meets every week and team members report progress in each of their areas of responsibility and get feedback from the team. As our school counselor and program service specialist report out student progress monitoring, the team will provide discussion and strategies to support students.

Attendance: The school counselor is able to dive deeper into the causes behind student absences and use her mental health expertise to provide supports/intervention when applicable and/or to begin the EPT process.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Area of Focus: Increase the federal index for Black/African American students to meet or exceed the overall federal index for our school goal of 45% and increase the graduation rate to 78% by May 2023. Rationale: Our school has a designation of CSI for 2021-22. A school is identified for Comprehensive Support & Improvement (CSI) if it earns a D or F school grade, has an overall Federal Index of 40 percent or less, or has a graduation rate of 67 percent or lower. 2020-21, overall federal index was 57%. 2021-22, overall federal index was 43% (14% decrease). 2021-22, federal index was 36% for Black/African American students (2% increase). The graduation rate in 2019-20 was 94% (higher than district/state average). In 2020-21 the rate declined significantly to 68%. The graduation rate is determined using prior-year data and lag by one year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our school has a designation of CSI for 2021-22. A school is identified for Comprehensive Support & Improvement (CSI) if it has an overall Federal Index of 40 percent or less. 2020-21, overall federal index was 57%. 2021-22, overall federal index was 43% (14% decrease). In 2021-22, federal index was 36% for Black/African American students (2% increase). Through monthly progress monitoring of students, we will increase the federal index for Black/African American students to meet or exceed the overall federal index for our school goal next year of 45% and increase the graduation rate to 78% by May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Implement a progress monitoring system with the leadership team and meet weekly to discuss progress monitoring of students to ensure they are on track for graduation, with additional attention to our Black/African American students.
Person responsible for monitoring outcome:	Jesely Alvarez (masencupja@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our strategy is using on-going progress monitoring to inform instruction and support the improvement of student outcomes. The leadership team will meet weekly to assess needs, teachers meet monthly to review data and establish clear next steps and how they will communicate and celebrate growth and progress with students, with additional attention to our Black/African American students.
Rationale for Evidence-based Strategy:	Our district has implemented progress monitoring three times a year for students VPK-10th grades through FAST assessments and is providing training in this area to employees. The practice of progress monitoring is built in to the expectation for

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	student success this year and this will support our school improvement plan since progress monitoring is already something we will be trained and expected to do at our district level with FAST testing. This training reinforces and builds are skillset in the area of progress monitoring as a school.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Calendar (for the year) weekly leadership team meetings to assess and review student progress monitoring data, with additional attention to our Black/African American students.

Person Responsible	Kenya Tolbert (tolbertkj@gm.sbac.edu)

Calendar (for the year) monthly secondary team meetings to assess and review student progress monitoring data and instructional next steps, with additional attention to our Black/African American students.

Person Responsible	Kenya Tolbert (tolbertkj@gm.sbac.edu)

Research and visit (virtual/in-person) virtual schools around the state (e.g. Pasco eSchool) with high attendance and student success/graduation rates for all students, specifically Black/African American students.

Person Responsible	Jesely Alvarez (masencupja@gm.sbac.edu)

Provide progress monitoring data (EPT, pacing and course completion) at weekly leadership team meetings to assess and review student progress, with additional attention to our Black/African American students.

Person Responsible	Meredith Perry (perrymr@gm.sbac.edu)

Provide progress monitoring data (pacing and course completion) at weekly leadership team meetings to assess and review student progress, with additional attention to our Black/African American students.

Person Responsible	Sarah Burns (burnssa@gm.sbac.edu)

The school counselor will meet with individual students and families to assess and evaluate progress and completion of graduation requirements.

Person Responsible	Meredith Perry (perrymr@gm.sbac.edu)

To increase graduation rates and develop relationships, calendar and plan with the leadership team, two in-person events geared towards student and family engagement.

Person Responsible	Jesely Alvarez (masencupja@gm.sbac.edu)

Provide progress monitoring data (EPT, FAST, pacing and course completion) at weekly leadership team meetings, monthly secondary team meetings, and SAC meetings to assess and review student progress, with additional attention to our Black/African American students.

Person Responsible	Jesely Alvarez (masencupja@gm.sbac.edu)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Mathematics achievement in 2020-21 59% of students earned a level 3 or higher in comparison to last year in 2021-22 50% (9% decrease) earned a level 3 or higher.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	60% of students will achieve a level 3 or higher as measured by the three progress monitoring FAST Assessments complete by May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FAST Progress monitoring three times a year as determined by our district. Teachers will use the FAST Design Summary and Blueprint for FAST Mathematics and BEST EOC's to align benchmarks assessed and percent of test categories and math content are assessed. Teachers will plan and prepare to meet benchmark assessment areas and meet monthly to progress monitor and adjust instructional practices and intervention as applicable.
Person responsible for monitoring outcome:	Jesely Alvarez (masencupja@gm.sbac.edu) Teachers will use the Achievement Level Descriptors (ALD) BEST Standards June 2022 FLDOE document to monitor content area achievement in math. Teachers will review FLVS course completion standards and the Achievement Level Descriptors (ALD) BEST Standards to look for alignment of content taught and test blueprints.
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Per the ALD: Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, On-Grade-Level, Above Satisfactory) on a large-scale assessment. The FLDOE develops ALDs to guide participants during the standard-setting process for its statewide assessments, offer score interpretation on student reports, and further teacher understanding of expectations for the progressions of student performance at each achievement level. Florida determined that Level 3 on its Achievement Level Scale, which ranges from Level 1 to Level 5, indicates on-grade-level performance. Levels 4 and 5 describe growth beyond the Level 3 expectations, and indicate proficiency in the standards. This document provides detailed descriptions for a student's content area knowledge and skill at each achievement level for each statewide assessment.
Rationale for Evidence-based	The rationale for using this evidence based strategy, Achievement level descriptions (ALDs), is that according to the FLDOE, the ALD development

Strategy: **Explain the rationale for selecting this specific strategy.**	framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.
Describe the resources/criteria used for selecting this strategy.	In using the ALD's we ensure alignment to what student should know and be able to do and assess based on the benchmarks learned throughout the year during progress monitoring (three times per year).

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students PARTICIPATE in district and state assessments, such as, FAST progress monitoring three times per year per district and school testing windows.

Person Responsible Jesely Alvarez (masencupja@gm.sbac.edu)

Quarterly DATA CHATS with teachers to review data from FAST Assessments and apply supports/ interventions for students.

Person Responsible Jesely Alvarez (masencupja@gm.sbac.edu)

Teachers will be provided PROFESSIONAL DEVELOPMENT on the Test Design Summary and Blueprint: FAST Mathematics and B.E.S.T. EOCs and the Achievement Level Descriptors (ALD) BEST Standards June 2022 FLDOE document.

In this professional development, teachers will look at how FLVS courses ALIGN with the above resources and the district assessment timeline to better plan for instruction/course completion and student math achievement.

Person Responsible Jesely Alvarez (masencupja@gm.sbac.edu)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Collaborate with teachers and FLVS support staff to identify a progress monitoring system for students:teachers and administration:teachers to provide students feedback on their progress/pacing and provide teachers feedback on their practice prior to the end of first semester January 2023. The area of focus of transformational leadership specifically relating to specific teacher feedback/walkthroughs was identified as a critical need based on the graduation rate data provided below. In early discussions with teachers, the course completion and attendance rates contributed to this significantly lower graduation rate. Collaborating with FLVS support staff to identify the most effective progress monitoring system for teacher: student interactions will assist in providing teachers feedback on their practice and monitoring of student course completion. We will need to implement with teachers and message to parents/students a clear progress monitoring system and work with our school counselor and program service specialist to monitor monthly student progress with interventions for students not on track for course completion. Per FLVS, for students to be on track for course completion each semester, they must be actively participating in each course 5% per week and/or 20% per month. We will reference this pacing for our EPT process. Our school has a designation of CSI for 2021-22. A school is identified for Comprehensive Support & Improvement (CSI) if it earns a D or F school grade, has an overall Federal Index of 40 percent or less, or has a graduation rate of 67 percent or lower. 2020-21, overall federal index was 57%. 2021-22, overall federal index was 43% (14% decrease). 2021-22, federal index was 36% for Black/African American students (2% increase). The graduation rate in 2019-20 was 94% (higher than district/state average). In 2020-21 the rate declined significantly to 68%. The graduation rate is determined using prior-year data and lag by one year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Collaborating with FLVS support staff to identify the most effective progress monitoring system for teacher: student interactions will assist in providing teachers feedback on their practice and monitoring of student course completion. Once an FLVS progress monitoring system is identified, principal completes bi-weekly progress monitoring of teacher: student interaction and provide teachers feedback about any students not on track for course completion for the semester.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Once an FLVS progress monitoring system is identified, principal completes bi-weekly progress monitoring of teacher: student interaction and provide teachers feedback about any students not on track for course completion for the semester.

This area of focus will be monitored each week during leadership team meetings.

Collaborate with FLVS support staff to identify the most effective progress monitoring system between
administration:teachers to provide teachers feedback on their practice and regularly monitor student progress/pacing.
This area of focus will be monitored each week during leadership team meetings using student course completion/pacing measures and EPT data to monitor student progress.

This area of focus will be monitored at monthly teacher team meetings utilizing FLVS Quality Assurance (QA) Reports data.

Person responsible for monitoring outcome:	Jesely Alvarez (masencupja@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented for this area of focus is progress monitoring at multiple progress points (weekly with the leadership team, bi-weekly with teachers per FLVS progress monitoring reports, monthly with school counselor and program service specialist, monthly at secondary teacher meetings).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for selecting this specific strategy is to be proactive in responding to early indicators of students not on track for course completion and/or graduation by regularly monitoring their progress and meeting to discuss interventions.
	We will use the resource of FLVS identified progress monitoring reports to communicate and give feedback to teachers, school counselor, program service specialist, administration about student progress.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Schedule progress monitoring timeframes and data chats on the school master calendar with a view to all stakeholders responsible for tracking students' progress towards course completion, leading to increased graduation rates.

Person Responsible	Jesely Alvarez (masencupja@gm.sbac.edu)

Use FLVS identified progress monitoring reports to communicate and give feedback to teachers, school counselor, program service specialist, administration about student progress bi-weekly/monthly.

Person Responsible	Jesely Alvarez (masencupja@gm.sbac.edu)

Quarterly data chats with teachers to review data from course completion, FAST Assessments, and DBA's to analyze student progress, celebrate growth, modify instruction, and plan intervention.

Person Responsible	Jesely Alvarez (masencupja@gm.sbac.edu)

Review student course completion bi-weekly and communicate with teachers about plan for support/ intervention to increase course completion.

Person Responsible	Meredith Perry (perrymr@gm.sbac.edu)

Review student course completion bi-weekly and communicate with teachers, students, and parents about plan for support/intervention to increase course completion.

Person Responsible	Sarah Burns (burnssa@gm.sbac.edu)

Seek and calendar teacher learning opportunities for weekly/monthly trainings from Florida Virtual School (FLVS) to keep abreast of new virtual/system strategies to increase teacher/team capacity and knowledge, specifically in the area of progress monitoring.

Person Responsible   Jesely Alvarez (masencupja@gm.sbac.edu)

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Complete FLVS recommended book study on critical thinking by March 2023 to increase professional learning in critical thinking and teaching cognitive and metacognitive strategies to support student learning and independence.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Teachers explicitly teach cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning. Critical thinking strategies will assist students with their pacing and progress in CANVAS/FLVS modules/courses in order for on-time course completion and academic promotion. Book study, Thinking Like a Lawyer, A Framework for Teaching Critical Thinking to Students (recommended by FLVS) read by faculty by March 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Post book study, teachers review 2022-23 CANVAS/FLVS modules/ course offerings to look for and/or add to their teacher page(s) critical thinking and cognitive and metacognitive strategies for students to use in their learning.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teach cognitive and metacognitive strategies to support learning and independence.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teachers explicitly teach cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning. Learning involves not only understanding content but also using cognitive processes to solve problems, regulate attention, organize thoughts and materials, and monitor one's own thinking. Self-regulation and metacognitive strategy instruction is integrated into lessons on academic content through modeling and explicit instruction. Students learn to monitor and evaluate their performance in relation to explicit goals and make necessary adjustments to improve learning.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Complete FLVS recommended book study on critical thinking by March 2023 to increase professional learning in critical thinking and teaching cognitive and metacognitive strategies to support student learning and independence.

Person Responsible	Jesely Alvarez (masencupja@gm.sbac.edu)

Post book study, teachers review 2022-23 CANVAS/FLVS modules/course offerings to look for and/or add to their teacher page(s) critical thinking and cognitive and metacognitive strategies for students to use in their learning.

Person Responsible Jesely Alvarez (masencupja@gm.sbac.edu)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Not applicable for Alachua Eschool Virtual because we are grades 6-12 (school number 7004). Alachua Eschool Elementary is grades K-5 (school number 7023).

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Not applicable for Alachua Eschool Virtual because we are grades 6-12 (school number 7004). Alachua Eschool Elementary is grades K-5 (school number 7023).

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Not applicable for Alachua Eschool Virtual because we are grades 6-12 (school number 7004). Alachua Eschool Elementary is grades K-5 (school number 7023).

Grades 3-5: Measureable Outcome(s)

Not applicable for Alachua Eschool Virtual because we are grades 6-12 (school number 7004). Alachua Eschool Elementary is grades K-5 (school number 7023).

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Not applicable for Alachua Eschool Virtual because we are grades 6-12 (school number 7004). Alachua Eschool Elementary is grades K-5 (school number 7023).

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Not applicable for Alachua Eschool Virtual because we are grades 6-12 (school number 7004). Alachua Eschool Elementary is grades K-5 (school number 7023).

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

◦ Do the evidence-based practices/programs address the identified need?

◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Not applicable for Alachua Eschool Virtual because we are grades 6-12 (school number 7004). Alachua Eschool Elementary is grades K-5 (school number 7023).

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

Not applicable for Alachua Eschool Virtual because we are grades 6-12 (school number 7004).
Alachua Eschool Elementary is grades K-5 (school number 7023).

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

At Alachua ESchool Virtual, we believe in virtually teaching, supporting, and connecting students. In order to build a positive culture and environment, we know it takes everyone intentionally focusing on how we connect with students, families, and each other. Our teachers and support staff maintain consistent communication with students, including scheduling face-to-face visits, field trips, and lab time at school sites. Our teachers participate in professional development opportunities that provide training about building positive relationships with all learners.

Our students are valued and they are united in 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/guardians and rely on them as partners to help monitor the learning environment and collaborate with us to support students' efforts. We intentionally calendar events to build positive culture and relationships, (such as Let's Connect, field trips, celebrations, graduations) with our school community monthly/quarterly/semester. Below is more specific information about who we are at Alachua Eschool Virtual.

Alachua eSchool Instruction Program offers equitable access to high quality, individualized education, through the internet and other learning technologies to 6th through 12th grade students in Alachua County. This virtual environment provides flexibility of time and location, and promotes development of the skills, the

attitudes, and the self-discipline necessary to achieve success globally. Alachua eSchool offers students the opportunity to earn a standard high school diploma entirely online.

Because of the schools unique nature, students must take primary responsibility for their own learning. Self-motivation, dedication to learning, and regular participation are essential. It is the student who determines his or her own level of success. Students can expect deadlines for their work and expect to work hard, but at their own pace within the set guidelines. They will log into the school each day and will respond to teachers' questions and prompts as they work through courses. They'll use discussion boards, chat rooms, and other communication tools to work with teachers and other students.

AES includes a variety of assessment techniques that address the various learning styles and intelligence types. Online learning through the AES enables students to assume an increasing responsibility in their own learning.

A day in the life of an Alachua eSchool Student is unique. A sample Monday thru Friday schedule is based on a six-course day. Students can adjust the hours based on their schedule. This schedule allows for breaks in between courses as well as a liberal lunch. Students are encouraged to continue working in the assigned course even if they have finished the pace for the week in that subject, ie: If Johnny has 20 minutes left assigned to English but he has finished the pace work for the week he is encouraged to work ahead into the next pace week for the remaining time in the English slot. Students are encouraged to move to the next course when the time is up for the day. They are encouraged to move to the next course when the time is up for the day. They are encouraged to finish the work the next day during the appropriate course time slot.

AES is proud of its safe online environment. Staff members monitor school chat rooms and discussion boards. Staff members regularly archive and review chat conversations. We also have a comprehensive Acceptable Use Policy, to which all students and parents must agree.

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

Teachers:
Courses offered are taught by highly qualified Alachua County teachers that are capable of scheduling face-to-face meetings if needed. Students and parents are encouraged to meet with their teachers periodically or when they encounter a learning challenge that can be solved in a face-to-face instructional environment.

Students:
A successful online learner is a motivated self-starter and is committed to the success of his or her education. While AES offers world-class educational opportunities, there is a high degree of accountability placed upon the student. That can only be achieved by putting forth much effort. Like anything, the more effort you put into your education, the greater the benefit.

Regular participation in classes is critical to student success. It will help to keep students motivated and keep them in touch with their teachers and peers. Virtual "attendance" is taken each day. Students should log into each of their courses for substantive participation no less than three times a week, preferably daily. Teachers and virtual school staff will contact students by email and phone if they do not appear to be engaging frequently or making satisfactory progress in their courses.

School Counselor & Program Service Specialist:
Once each semester, full-time students will receive a review of their academic progress toward completing middle school and/or obtaining a standard high school diploma and be advised of course selection, career and post-secondary planning.

The Alachua eSchool school counselor is available to support, encourage and monitor the success of

students. Although any questions about the specifics of a course should be directed to the particular teacher, any general questions about the school or the student's education should be directed to the school counselor and/or program service specialist. An evaluation of each student will be conducted at the end of each school year to determine their continued enrollment for the next school year.

Parents/Guardians:
As a parent/guardian of a student in eschool, you will likely receive more updates and information about your student's progress than ever before. We strongly feel that a parent's involvement in a child's education is critical. We consider you to be their learning coach at home. Our teachers provide frequent online reports to parents. You can always see how your child is performing by logging in to the parent/guardian accounts and/or contacting the teacher.

School Advisory Council (SAC):
The purpose of the SAC is to assist in developing and evaluating the School Improvement Plan (SIP) and the annual school budget. SAC collects and analyzes short-term and long-term outcomes of SIP, identifies problem areas, develops improvement strategies and then monitors their implementation.

Leadership Team:
The school leadership team consists of the principal, program service specialist, school counselor, executive assistant, and registrar. The leadership team reviews school data and analyzes improvements needed. The leadership team drafts the plan in preparation for review by our SAC, School Board, and State for approval.