

Holmes District School Board

Holmes Virtual Franchise Flvs School



2023-24

Schoolwide Improvement Plan (SIP)

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Holmes Virtual Franchise Flvs

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<http://www.hdsb.org/>

School Board Approval

This plan was approved by the Holmes County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Holmes Virtual Franchise believes that through online learning we can offer equitable access to high quality, individualized education, through the internet and other distance learning technologies to students in Kindergarten through 12th grade in Holmes County. This virtual environment provides the flexibility of time and location, and promotes the development of skills, attitudes, and self-discipline necessary to achieve success in the 21st century. Holmes Virtual Franchise offers a curriculum to allow students to earn a standard high school diploma entirely online to enable a successful transition towards an individualized path upon graduation. .

Provide the school's vision statement.

The Holmes Virtual Franchise envisions a variety of learning and assessment techniques that address the various learning styles and intelligence types of all students while striving to be ranked in the top 10% of Virtual Programs in the state in student achievement.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Tate, Matt	Principal	Director of Student Services Serves as principal for Holmes Virtual School. Oversees student admission and student scheduling. Coordinates team to plan Orientation sessions. Monitors assessments as they relate to accountability and student progression. Oversees student progress and achievement through the monitoring of teacher dashboards. Reviews assessment data to determine trends in student achievement. Works with Leadership Team to set school calendar. Meets with parents to discuss the appropriateness of virtual placement as well as to discuss student progress. Problem-solves progress and achievement issues with teachers. Serves as a liaison between the Holmes District Home School program and Holmes Virtual School.
Bomann, Pam	Administrative Support	Manages the implementation of our VIP, utilizing FLVS curriculum. Serves as assistant administrator and guidance counselor for Holmes Virtual Program. She coordinates and administers all assessment, assists in monitoring student progress, participates in planning and delivery of student orientations, assists in setting school calendar, tracks student accrual of credits and meeting graduation requirements, assisting in advising students in Dual Enrollment process and college scholarship application, participates in IEP/504 planning and implementation. etc.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Holmes Virtual School stakeholders are comprised of students, parents/guardians, staff, teachers, and administrators. All staff, teachers and administrators work to ensure that the climate is positive and productive. Regular meetings are held to discuss practices and to determine areas that can be improved upon. The HVS team strives to keep interactions with parents/guardians and students friendly and helpful.

Parents/guardians provide support to their students by serving as their learning coaches. Their responsibilities are to make sure students have a positive learning experience at home and that they adhere

to all rules set forth in the Student Handbook and Student Progression Plan in regards to pacing, graduation requirements, academic integrity, and courteous interactions with teachers and peers.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The Holmes Virtual Franchise will monitor the effectiveness of the SIP through Progress monitoring built into virtual instruction programs. We will be also use PM results to assess growth as these assessments relate to subjects area and achievement levels. We will revise our plan upon review of this data to provide interventions targeting specific needs and utilize a targeted approach through the MTSS process.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	[Data Not Available]
2022-23 Economically Disadvantaged (FRL) Rate	29%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students (WHT)*

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: I
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	1	0	0	0	1	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	1	1	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	1	1	1	3	6	
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	2	2	6	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	19	44	53	10	44	55	48		
ELA Learning Gains				25			55		
ELA Lowest 25th Percentile									
Math Achievement*	13	47	55	9	41	42	28		
Math Learning Gains				31			33		
Math Lowest 25th Percentile									
Science Achievement*		41	52	29	49	54	44		
Social Studies Achievement*		66	68	33	51	59	50		
Middle School Acceleration		53	70		45	51	10		
Graduation Rate	27	79	74	17	44	50	40		
College and Career Acceleration		53	53		59	70			
ELP Progress			55		47	70			

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	59
Total Components for the Federal Index	3
Percent Tested	72
Graduation Rate	27

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	154
Total Components for the Federal Index	7
Percent Tested	54
Graduation Rate	17

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	28	Yes	1	1
FRL				

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	19			13						27		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	10	25		9	31		29	33		17		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT				25	45					13		
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	55		28	33		44	50	10	40		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	50	50		33	39		52	45				
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	42%	*	50%	*
05	2023 - Spring	*	46%	*	54%	*
07	2023 - Spring	*	46%	*	47%	*
08	2023 - Spring	*	42%	*	47%	*
09	2023 - Spring	*	43%	*	48%	*
06	2023 - Spring	*	44%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	48%	*	54%	*
07	2023 - Spring	*	56%	*	48%	*
08	2023 - Spring	*	37%	*	55%	*
05	2023 - Spring	*	42%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	43%	*	44%	*
05	2023 - Spring	*	43%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	32%	*	50%	*

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	45%	*	48%	*

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	47%	*	63%	*

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	69%	*	66%	*

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to Spring 2022 Fast Data, the greatest need for improvement is with ELA and Math achievement through all grade levels. Only 54% of students enrolled were tested making determining a trend from last year difficult. We will move forward with a goal of all students who participate in HVS completing all testing requirements. HVS staff will work closely with brick-and-mortar curriculum coordinators to facilitate communication with parents regarding PM windows during the 23-24 SY. HVS staff will make contact with all full-time virtual students to remind students and guardians to make contact with zoned schools.

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

In the past, Holmes Virtual School has not had enough students enrolled and assessed to generate trends. However, after a review of last year's data, the ELA Achievement Component declined the greatest compared to other components. After observing the HVS program trends of full-time enrollment over the last 2 years, requirements for placement in this program must be vigilantly monitored and met by all students at each grade level in order to ensure student achievement levels are met. Traditionally,

placement has been requested to bypass attendance issues or for other medically undocumented ailments. Subgroup enrollment tends to be white students of lower socioeconomic backgrounds.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA and Math Achievement, along with Graduation rate all had great gaps compared to the state average. In focusing on ELA and Math achievement the percentage of test takers must be improved in the 23-24 SY. The trend with the HVS graduation rate data declining is attributed to students who are behind in credits and on the verge of dropping out of school, in some instances teen parents. The HVS program is used for these potential graduates as an intervention to receive a high school diploma rather than dropping out.

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

N/A

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A major concern identified in the EWS is the number of students achieving Level one in ELA and Math. HVS has minimal opportunities for intensive instruction in these areas and the ability to incorporate MTSS with fidelity.

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

1. Enrollment Requirements
2. Percentage of test taken (All areas)
3. ELA and Math, Levels 1's
4. ELA and Math Achievement
5. Graduation Rate

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to White**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2022-2023 data, White subgroup fell below the federal percent of index at 28% proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 23-24 school year, The number of students scoring proficient on ELA progress monitoring will increase to 50% as evidence by progress monitoring 3 data in May 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Holmes Virtual School administration will monitor this through the FOCUS system and ensure information is uploaded with fidelity upon entry into the program.

Person responsible for monitoring outcome:

Pam Bomann (pam.bomann@hdsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Holmes Virtual School will improve the white subgroup of students by monitoring the EWS data and student pacing and performance in courses.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Monitoring the EWS will all the administration to monitor potential risks for future enrollment establishing the requirement that any student currently on the EWS may not be considered for enrollment. Also, FOCUS data being input correctly as it relates to demographic information will assist with identifying students of the subgroup.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Students monitor their own pace (7% per week) and performance (grade of C or higher) for successful course completion.
2. If pace and/or performance is not maintained (2 weeks behind pace and/or grade of D or lower), increased teacher student/parent communication (a minimum of 2-3 times per month) will be documented using the appropriate Contact Log.
3. If pace and/or performance is not maintained (3 or more weeks behind pace and/or grade of F or lower), student pace and performance will be closely monitored and teacher communication will be documented a minimum of 3-4 times per month.
4. Students will be given quality Tier 1 instruction by ensuring all courses offered have Highly Qualified

instructors with Certifications is course areas taught. Instructors will abide by the requirements established by PAEC in monitoring progress and providing targeted feedback based on individual student performance and regular DBA's as required throughout each course.

Person Responsible: Pam Bomann (pam.bomann@hdsb.org)

By When: May 2024

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In order for HVS to become a competitive school of choice for Holmes County students and those in the surrounding areas, we must work to build the support of our students, teachers, parents, and community. The SAC is one vehicle to assist with listening to the voices of those who can help us expand and be successful is increasing student achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

HVS will conduct a minimum of four quarterly School Advisory Council meetings. Evidence of meetings will include, but not be limited to, agendas, sign-in sheets, handouts, meeting minutes, survey results, etc.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Holmes Virtual School Administration will ensure that a minimum of four quarterly School Advisory Council meetings are conducted, as planned, and that all interested parties work to improve HVS student success.

Person responsible for monitoring outcome:

Matt Tate (matt.tate@hdsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

HVS will seek to maintain a multicultural group of family and community advocates that will advise and inform HVS's efforts with a focus on helping to develop and implement HVS's outreach and engagement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Parents, families, and community members play a large part in student success. They also bring another perspective of students and their successes and failures in school. Having a multicultural group of family and community advocates that will advise and inform HVS's efforts ensures that we meet the needs of all students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Establish a team of parent and family advisors that reflect the cultural representation of HVS's student population.
2. Ensure meeting dates are set and announced in advance, as well as posted on the district webpage.
3. Ensure meeting data and documentation are shared with all interested parties.

Person Responsible: Matt Tate (matt.tate@hdsb.org)

By When: May 2024