

The School Board of Highlands County

Highlands Virtual School



2018-19 Schoolwide Improvement Plan

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Highlands Virtual School

426 SCHOOL ST, Sebring, FL 33870

<https://sites.google.com/highlands.k12.fl.us/hvs>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2017-18
Grade	B

School Board Approval

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

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.

Highlands Virtual students develop their intellectual abilities through the utilization of ever-evolving technologies supported by educators who understand the importance of fostering high standards of learning in an effort to produce productive members of society and good citizens.

Provide the school's vision statement.

Empowering students to embrace all-access learning and achieve their personal best.

School Leadership Team

Membership

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

Name	Title
Layfield, Lorie	Other
Manley, Steven	Teacher, K-12
Pierce, Margaret	Teacher, K-12
Sinclair, Terri	Teacher, K-12
Hunter, Rhonda	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Jessica Thayer, Assistant Superintendant of Secondary Education serves as Principal of Highlands Virtual School. She oversees the program and completes the instructor evaluations.

Lorie Layfield serves as the Program Lead Teacher. She is responsible for the day-to-day decisions which include monitoring student pace and progress, scheduling decisions, coordinating with district "brick and mortar" schools for part-time enrollments and planning and implementing state assessments.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	1	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	1	0	0	1	1	5

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting 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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	1	1	1	3

Date this data was collected

Friday 11/2/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
Students exhibiting two or more indicators														

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math performed the lowest at 20 points below the state average. 2018-2019 is the second year of Highlands Virtual School, so trend data is not available.

Which data component showed the greatest decline from prior year?

2018-2019 is the second year of Highlands Virtual School, so trend data is not available.

Which data component had the biggest gap when compared to the state average?

Math performed the largest gap at 20 points below the state average.

Which data component showed the most improvement? Is this a trend?

2018-2019 is the second year of Highlands Virtual School, so trend data is not available.

Describe the actions or changes that led to the improvement in this area.

N/A

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	62%	60%	0%	0%	55%
ELA Learning Gains	58%	58%	57%	0%	0%	54%
ELA Lowest 25th Percentile	0%	0%	52%	0%	0%	49%
Math Achievement	40%	40%	61%	0%	0%	56%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	47%	47%	58%	0%	0%	54%
Math Lowest 25th Percentile	0%	0%	52%	0%	0%	48%
Science Achievement	70%	70%	57%	0%	0%	52%
Social Studies Achievement	0%	0%	77%	0%	0%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	1 ()	0 ()	1 ()	0 ()	0 ()	2 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	0 (0)	0 (0)	1 (0)	1 (0)	5 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018	0%	44%	-44%	52%	-52%
	2017					
Cohort Comparison		0%				
07	2018	0%	39%	-39%	51%	-51%
	2017					
Cohort Comparison		0%				
08	2018	0%	53%	-53%	58%	-58%
	2017					
Cohort Comparison		0%				
09	2018	0%	40%	-40%	53%	-53%
	2017					
Cohort Comparison		0%				
10	2018	0%	50%	-50%	53%	-53%
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018	0%	44%	-44%	52%	-52%
	2017					
Cohort Comparison		0%				
07	2018	0%	48%	-48%	54%	-54%
	2017					
Cohort Comparison		0%				
08	2018	0%	36%	-36%	45%	-45%
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
08	2018	0%	43%	-43%	50%	-50%
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	54%	-54%	65%	-65%
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	54%	-54%	71%	-71%
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	63%	-63%	68%	-68%
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	53%	-53%	62%	-62%
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	56%	-56%	56%	-56%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	57	62		46							
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA
Rationale	17-18 data shows that 62% of students were proficient.
Intended Outcome	In the 2018-2019 school year, 64% of students will be proficient.
Point Person	Margaret Pierce (piercem1@highlands.k12.fl.us)
Action Step	
Description	Individual support and scaffolding based upon student performance from the English/ Language Teacher as needed.
Person Responsible	Margaret Pierce (piercem1@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Student grades and performance are available immediately through a student and parent portal. Progress reports are sent to the parent weekly.
Person Responsible	Lorie Layfield (layfiel@highlands.k12.fl.us)
Activity #2	
Title	Math
Rationale	17-18 data shows that 40% of students were proficient.
Intended Outcome	In the 2018-2019 school year, 45% of students will be proficient.
Point Person	Terri Sinclair (sinclait@highlands.k12.fl.us)
Action Step	
Description	Individual support and scaffolding based upon student performance from the Math Teacher as needed.
Person Responsible	Terri Sinclair (sinclait@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Student grades and performance are available immediately through a student and parent portal. Progress reports are sent to the parent weekly.
Person Responsible	Lorie Layfield (layfiel@highlands.k12.fl.us)

Activity #3	
Title	Science
Rationale	17-18 data shows that 70% of students were proficient.
Intended Outcome	In the 2018-2019 school year, 71% of students will be proficient.
Point Person	Steven Manley (manleys@highlands.k12.fl.us)
Action Step	
Description	Individual support and scaffolding based upon student performance from the Math Teacher as needed.
Person Responsible	Steven Manley (manleys@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Individual support and scaffolding based upon student performance from the Science Teacher as needed.
Person Responsible	Lorie Layfield (layfiel@highlands.k12.fl.us)
Activity #4	
Title	Social Studies
Rationale	There was not enough data for the 17-18 school year to produce a school grade component.
Intended Outcome	In the 2018-2019 school year, 65% of students will be proficient.
Point Person	Rhonda Hunter (hunterr@highlands.k12.fl.us)
Action Step	
Description	Individual support and scaffolding based upon student performance from the Social Studies Teacher as needed.
Person Responsible	Rhonda Hunter (hunterr@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Individual support and scaffolding based upon student performance from the Math Teacher as needed.
Person Responsible	Lorie Layfield (layfiel@highlands.k12.fl.us)

Activity #5	
Title	Graduation Rate
Rationale	2018-2019, HVS will have 10 students in the graduating cohort.
Intended Outcome	HVS will have a 85% graduation rate.
Point Person	Lorie Layfield (layfiel@highlands.k12.fl.us)
Action Step	
Description	Monitor student graduation requirements to ensure that all students have the courses, exams and GPA they need to graduate on time.
Person Responsible	Lorie Layfield (layfiel@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Quarterly pull student Academic Histories and GPA for all 9th through 12th grade students.
Person Responsible	Lorie Layfield (layfiel@highlands.k12.fl.us)
Activity #6	
Title	College and Career Acceleration
Rationale	2018-2019, HVS will have 10 students in the graduating cohort.
Intended Outcome	HVS will have 60% of students qualifying for College and Career Acceleration.
Point Person	Lorie Layfield (layfiel@highlands.k12.fl.us)
Action Step	
Description	Monitor student CCA to ensure that students have AP exam of 3 or higher, IB of 4 or higher, DE of C or better or pass on an IC exam.
Person Responsible	Lorie Layfield (layfiel@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Quarterly pull student information 9th through 12th grade students and update to ensure that all students are given the opportunity.
Person Responsible	Lorie Layfield (layfiel@highlands.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

HVS is not a Title 1 School.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

HVS is not a Title 1 School.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

HVS is not a Title 1 School.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

HVS is not a Title 1 School.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

HVS is not a Title 1 School.

Part V: Budget

Total:	\$0.00
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