Hillsborough County Public Schools

Hillsborough Virtual School

2020-21 Schoolwide Improvement Plan

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Hillsborough Virtual School

2704 N HIGHLAND AVE, Tampa, FL 33602

www.hillsboroughvirtual.com

Demographics

Principal: Matthew Hoff

Start Date for this Principal: 7/1/2020

2019-20 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	16%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: B (61%) 2016-17: A (65%) 2015-16: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	44%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	A

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an education that allows each student to excel as successful and responsible online learners.

Provide the school's vision statement.

We support the District’s vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District’s graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

To be the state's leader in providing quality virtual education to all students.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Hoff, Matthew	Principal	- Director of Virtual Instruction - Use student data to make decisions regarding: * New units * Student placements * Resource allocation - Monitor the SIP plan for fidelity through monthly walk-throughs of VSA and Educator * Conduct accountability conversations with teachers when warranted
Upshaw, Denee	Assistant Principal	- Monitor the SIP plan for fidelity through monthly walk-throughs of VSA and Educator * Conduct accountability conversations with teachers when warranted - Attend monthly SAC meetings, communicating with stakeholders about goal progression. - Analyze student data in order to make decisions about best practices in the virtual environment. - Chair Homeroom Committee - Facilitate monthly student data meetings - Provide administrator communication with the parents of at-risk students
Hillgruber, Sherri	Assistant Principal	- Monitor the SIP plan for fidelity through monthly walk-throughs of VSA and Educator - Attend monthly SAC meetings, communicating with stakeholders about goal progression. - Analyze data in order to make decisions about best practices in the virtual environment. - Attend monthly student data meetings - Provide administrator communication with the parents of at-risk students
Allen, Amanda	School Counselor	- Attend monthly student data meetings - Following data meetings, communicate with parents of at-risk students - Provide data and recommendations to administration in regards to at-risk students
Campbell, Kristin	School Counselor	- Attend monthly student data meetings - Following data meetings, communicate with parents of at-risk students - Provide data and recommendations to administration in regards to at-risk students
Carmicheal, Christy	School Counselor	- Attend monthly student data meetings - Following data meetings, communicate with parents of at-risk students - Provide data and recommendations to administration in regards to at-risk students

Name	Title	Job Duties and Responsibilities
Burns, Alex	Teacher, ESE	- Attend monthly SAC meetings - Analyze and use student data to make decisions about best practices in the virtual environment. - Contribute student information during monthly student data meetings - Use data to make decisions about students' continual placement in the virtual environment. - Communicate information on student IEP and 504s to teachers - Assist teachers in creating differentiated review materials - Ensure that students receive appropriate testing accommodations on standardized tests.

Demographic Information

Principal start date

Wednesday 7/1/2020, Matthew Hoff

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

47

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	16%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students

	Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: B (61%) 2016-17: A (65%) 2015-16: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

Date this data was collected or last updated

Thursday 6/25/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	11	5	9	9	11	9	18	41	49	45	51	47	46	351
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 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	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	11	5	9	9	11	9	18	41	49	45	51	47	46	351
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 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	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	78%	57%	61%	80%	60%	57%
ELA Learning Gains	62%	56%	59%	65%	60%	57%
ELA Lowest 25th Percentile	45%	52%	54%	58%	53%	51%
Math Achievement	62%	55%	62%	65%	60%	58%
Math Learning Gains	51%	57%	59%	60%	60%	56%
Math Lowest 25th Percentile	40%	49%	52%	53%	54%	50%
Science Achievement	75%	50%	56%	76%	54%	53%
Social Studies Achievement	91%	77%	78%	88%	78%	75%

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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	2019	91%	52%	39%	58%	33%
	2018	0%	53%	-53%	57%	-57%
Same Grade Comparison		91%				
Cohort Comparison						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2019	93%	55%	38%	58%	35%
	2018	62%	55%	7%	56%	6%
Same Grade Comparison		31%				
Cohort Comparison		93%				
05	2019	83%	54%	29%	56%	27%
	2018	69%	51%	18%	55%	14%
Same Grade Comparison		14%				
Cohort Comparison		21%				
06	2019	80%	53%	27%	54%	26%
	2018	71%	52%	19%	52%	19%
Same Grade Comparison		9%				
Cohort Comparison		11%				
07	2019	86%	54%	32%	52%	34%
	2018	75%	52%	23%	51%	24%
Same Grade Comparison		11%				
Cohort Comparison		15%				
08	2019	83%	53%	30%	56%	27%
	2018	80%	54%	26%	58%	22%
Same Grade Comparison		3%				
Cohort Comparison		8%				
09	2019	72%	55%	17%	55%	17%
	2018	67%	53%	14%	53%	14%
Same Grade Comparison		5%				
Cohort Comparison		-8%				
10	2019	63%	53%	10%	53%	10%
	2018	79%	52%	27%	53%	26%
Same Grade Comparison		-16%				
Cohort Comparison		-4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	45%	54%	-9%	62%	-17%
	2018	0%	55%	-55%	62%	-62%
Same Grade Comparison		45%				
Cohort Comparison						
04	2019	67%	57%	10%	64%	3%
	2018	62%	57%	5%	62%	0%
Same Grade Comparison		5%				
Cohort Comparison		67%				
05	2019	31%	54%	-23%	60%	-29%
	2018	38%	54%	-16%	61%	-23%
Same Grade Comparison		-7%				
Cohort Comparison		-31%				
06	2019	65%	49%	16%	55%	10%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	56%	48%	8%	52%	4%
Same Grade Comparison		9%				
Cohort Comparison		27%				
07	2019	77%	62%	15%	54%	23%
	2018	78%	61%	17%	54%	24%
Same Grade Comparison		-1%				
Cohort Comparison		21%				
08	2019	25%	31%	-6%	46%	-21%
	2018	38%	29%	9%	45%	-7%
Same Grade Comparison		-13%				
Cohort Comparison		-53%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	58%	51%	7%	53%	5%
	2018	46%	52%	-6%	55%	-9%
Same Grade Comparison		12%				
Cohort Comparison						
08	2019	63%	47%	16%	48%	15%
	2018	66%	48%	18%	50%	16%
Same Grade Comparison		-3%				
Cohort Comparison		17%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	82%	66%	16%	67%	15%
2018	87%	62%	25%	65%	22%
Compare		-5%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	85%	67%	18%	71%	14%
2018	84%	65%	19%	71%	13%
Compare		1%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	98%	73%	25%	70%	28%
2018	94%	70%	24%	68%	26%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	63%	2%	61%	4%
2018	75%	63%	12%	62%	13%
Compare		-10%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	57%	6%	57%	6%
2018	76%	56%	20%	56%	20%
Compare		-13%			

Subgroup Data

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
BLK	76	65		50	50		75				
HSP	77	67		59	53	50	69	95		87	54
MUL	91	90		50	40						
WHT	77	56	39	65	52	29	74	92	79	88	43
FRL	73	57		53	44		81	85		84	63

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
BLK	85	67		56	35						
HSP	78	62		54	52		70	83	55		
MUL	82			70							
WHT	68	60	50	66	57	35	65	94	70	75	17
FRL	70	55	55	50	46	50	61		70	64	

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
BLK	87	74		55	52		82				
HSP	79	62	71	67	61	46	58	88		64	
MUL	100			79	80						
WHT	77	63	53	65	60	57	79	88	57	57	67
FRL	74	65	53	67	65		80	92		38	

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	719
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO

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

Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	63
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	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Due to Covid-19, school testing data was cancelled for the 2019 school year. This analysis is derived from 2018-2019 school year.
25% of students in the 8th grade achieved a 3 or higher on the Math FSA. This was down 13% from the previous year (46%). The school's middle school acceleration was up, indicating that many of the students who scored 3s in 7th were placed in Algebra during their 8th grade year.

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

Due to Covid-19, school testing data was cancelled for the 2019 school year. This analysis is derived from 2018-2019 school year.
31% of students in the 5th grade achieved a 3 or higher on the Math FSA. The cohort demonstrated a 31% decline from their 4th grade FSA achievement rate (62%). During the 2019 school year, the

school district did not have an adopted math curriculum for 5th grade math. The district stopped using GoMath and began searching for a new curriculum to adopt. There is a new district approved curriculum in place for the 2020 school year.

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.

Due to Covid-19, school testing data was cancelled for the 2019 school year. This analysis is derived from 2018-2019 school year.
Math bottom quartile: 12 point difference from the State Average
Trends within math include:
- 5th Grade Math: 29 point difference
- 8th Grade Math: 21 point difference

5th Grade: The district stopped using GoMath and began searching for a new curriculum to adopt. There is a new district approved curriculum in place for the 2020 school year.

8th Grade: Many of the level 3,4,and 5 students took the Algebra EOC as opposed to the 8th Grade FSA

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

Due to Covid-19, school testing data was cancelled for the 2019 school year. This analysis is derived from 2018-2019 school year.

College and Career Acceleration demonstrated an 18 point include. Guidance counselors closely monitored students in 11th and 12th grades, to ensure the students earned either an industry certification, an AP score of 3 or higher, or a dual enrollment credit. Students that did not meet this criteria were encouraged to enroll in CCC courses.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Due to Covid-19, school testing data was cancelled for the 2019 school year. This analysis is derived from 2018-2019 school year.

The ESSA indicator is set to N/A as Hillsborough Virtual has an OVERALL Federal Index number of 65% and no subgroups below 40%.

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

1. Bottom Quartile Learning Gaines
2. Math Achievement
3. Science Achievement
4. College and Career Acceleration

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to College and Career Acceleration	
Area of Focus Description and Rationale:	While students graduating with AP Credits, Dual Enrollment Credits, and/or Industry Certifications significantly increased during the 2018 (delayed data) school year, we are working to meet the 65% established goal.
Measurable Outcome:	65% of Hillsborough Virtual Seniors will graduate with either an AP Credit, a Dual Enrollment credit, and/or with an Industry Certification.
Person responsible for monitoring outcome:	Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)
Evidence-based Strategy:	1) Senior transcripts will reflect that students earned either AP credit, Dual Enrollment credit, and/or Industry Certification. 2) By May of their Junior year, student transcripts will be reviewed to ensure that they have achieved the requisite credit and/or certification. If they have not met this requirement, they will have the requisite courses scheduled for their Senior year.
Rationale for Evidence-based Strategy:	Intentional monitoring of student enrollment in CCC courses will ensure that all students are afforded the opportunity to earn either a AP credit, Dual Enrollment credit, and/or an Industry Certification.

Action Steps to Implement	
1) Students and parents will be made aware of, and encouraged to enroll in, AP, Dual Enrollment, and/or courses that provide Industry Certification.	
Person Responsible	Christy Carmicheal (christy.carmicheal@sdhc.k12.fl.us)
2) All Senior transcripts will be reviewed by September 31st to ensure that they are on track to meet this requirement.	
Person Responsible	Christy Carmicheal (christy.carmicheal@sdhc.k12.fl.us)
3) All Junior transcripts will be reviewed by December to ensure that they are on track to meet this requirement their Senior year.	
Person Responsible	Christy Carmicheal (christy.carmicheal@sdhc.k12.fl.us)
4) All Sophomore transcripts will be reviewed by May to ensure that they are on track to meet this requirement.	
Person Responsible	Kristin Campbell (kristin.campbell@sdhc.k12.fl.us)
5) When necessary, schedules will be adjusted to ensure that all students are provided with this opportunity.	
Person Responsible	Christy Carmicheal (christy.carmicheal@sdhc.k12.fl.us)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Due to Covid-19, data used is from the 2018-2019 school year. Learning gains for bottom quartile students, in both ELA (45%) and Mathematics (40%) were low during the 2019 school year.
Measurable Outcome:	Math: Learning gains of bottom quartile students will increase to 50% ELA: Learning gains of bottom quartile students will increase to 55%
Person responsible for monitoring outcome:	Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)
Evidence-based Strategy:	1) Learning gains will be evaluated, throughout the semester, through discussion based assessments, module exams, and final exams Student learning gains will increase on FSA and EOC formatives. 2) Students progress will be reviewed monthly to demonstrate successful completion of courses without the use of extensions. 1) Monitoring and analyzing current student data will allow teachers to design intervention strategies based off student performance. Targeting weaknesses will allow students the opportunity to review content to promote mastery.
Rationale for Evidence-based Strategy:	1) Monitoring and analyzing current student data will allow teachers to design intervention strategies basedoff student performance. Targeting weaknesses will allow students the opportunity to review content to promote mastery. 2) In order to do well on formative exams, it is imperative that students complete their courses on time. This allows requisite information to be mastered prior to taking the formative.

Action Steps to Implement

1) Teachers will use student data to identify teaching strands that bottom quartile students struggle with. They will use this data to develop and facilitate Live Lessons that target these skills and concepts.

- Teachers will log student attendance, and a description of live lesson content, in VSA.

Person Responsible Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

2) Monthly review session, that focus on sample FSA and EOC questions, will be offered by teachers on a rotating schedule to ensure that students have acquired mastery of the LAFS and Mathematics standards.

- Teachers will log student attendance, and a description of review session in VSA.

Person Responsible Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

3) DBAs will focus on content mastery, providing remediation of weak skills when applicable.

- When providing feedback for DBAs, teachers will note areas that the student needs to improve. Teachers will also log remediation opportunities provided to students in VSA.

- This information will be reviewed bi-annually through VSA and Educator walk-throughs.

Person Responsible Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Due to Covid-19, data used is from the 2018-2019 school year. Hillsborough Virtual continues to pursue a 5 year goal to increase Math Achievement level. This past year, the achievement level remained the same. When students attend live lessons, and complete their courses on time, they will be able to master the skills requisite to succeed in math.
Measurable Outcome:	Math Achievement will increase to 65%
Person responsible for monitoring outcome:	Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)
Evidence-based Strategy:	1) Learning gains will be evaluated, throughout the semester, through discussion based assessments, module exams, and final exams. Student learning gains will increase on FSA formatives. 2) Student progress will be reviewed monthly to ensure that students are making adequate progress to successfully complete their mathematics course without the use of extensions.
Rationale for Evidence-based Strategy:	1) Monitoring and analyzing current student data will allow teachers to design intervention strategies based off student performance. Targeting weaknesses will all students the opportunity to review content to promote mastery. 2) In order to succeed on formative exams, it is imperative that students complete their coursework on time. Monitoring course performance monthly will allow teachers to provide extra support to students that are not maintaining pace.

Action Steps to Implement

1) During Welcome Calls, mathematics teachers will inform parents and students that statistics prove that students that attend live lessons, and face to face review sessions, perform at higher levels than those that do not.

Person Responsible Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

Teachers will actively monitor student data, identifying skills that students need to master, in order to structure live lessons that focus on student need.

Person Responsible Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

Teachers will encourage participation in live lessons, and face to face pretest review sessions, through phone calls, emails, and texts.

Person Responsible Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

Students that are struggling after the first nine week mark will be individually invited to live lessons, face to face review sessions, and private help sessions.

Person Responsible Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Due to Covid-19, data used is from the 2018-2019 school year. Hillsborough Virtual continues to pursue a 3 year goal to increase the Science Achievement level. This past year, 5th Grade Science demonstrated a 12% increase, while 8th Grade Science demonstrated a 3% decrease. Due to the low population size, 3% is not significant. By focusing on Science Achievement, students will be presented with opportunities to strengthen their mastery of Science skills.
Measurable Outcome:	65% of 5th Grade students will achieve a 3 or higher on the Science FSA. 70% of 8th Grade students will achieve a 3 or higher on the Science FCAT.
Person responsible for monitoring outcome:	Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)
Evidence-based Strategy:	Learning gains will be evaluated throughout the semester through discussion based assessments, module exams, and final exams. Student progress will also be reviewed to demonstrate successful completion of courses without the use of extensions.
Rationale for Evidence-based Strategy:	Through monitoring student data, and providing skill specific opportunities for review and mastery, student learning gains will increase on FSA/FCAT formatives.

Action Steps to Implement

1) Live lessons will focus on teaching concepts and skills while incorporating FSA/FCAT style questions.

- Teachers will log student attendance, and a description of live lesson content, in VSA.

Person Responsible Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

2) 2 months prior to the FSA/FCAT, teachers will incorporate test prep and study skills into live lessons and dbas.

- Teachers will log student attendance, and a description of review session, in VSA.

Person Responsible Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

3) In the 4 weeks leading up to the FSA, weekly review sessions, that focus on FSA/FCAT "type" questions, will be offered to ensure that students have acquired mastery of the Science standards.

- Teachers will log student attendance, and a description of review session, in VSA.

Person Responsible Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

4) DBAs will focus on content mastery, providing remediation of weak skills when applicable.

When providing feedback for DBAs, teachers will note areas that the student needs to improve. Teachers will also log remediation opportunities provided to students in VSA.

This information will be reviewed bi-annually through VSA and Educator walk-throughs.

Person Responsible	Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The information in the Area of Focus section addresses all priorities identified in the 2.E. Needs Assessment/Analysis.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

A positive school culture provides a learning environment where students are able to succeed. Hillsborough Virtual fosters a positive school culture as follows:

Growth Mindset:
- Teachers foster student growth by providing specific feedback on all written assignments. Feedback is designed to inform students of what they did well and areas where they could improve. Students are encouraged to utilize this feedback to reassess their submissions.
- Teachers support students during discussion based assessments. During these conversations, teachers seek to determine what standards students have mastered, while re-teaching content where students display weakness. In order to provide support, teachers will start these conversations with higher order thinking questions, and then scaffold the questions when necessary to build student confidence and success.

Communication with Stakeholders
- Teachers communicate with parents and students, once a month, in regards to grades and pacing. If a student does not submit work weekly, this communication becomes more frequent.
- Homeroom Meetings: Students and parents attend monthly live sessions to interact with their peers and receive updates on the school year.
- Senior Newsletter: A monthly newsletter is provided to Senior families, updating them on important Senior News.
- Conference Nights and Open House: Families are invited to meet with faculty to discuss learning opportunities and student growth.
- Junior/Senior Night: Guidance hosts bi-annual informational sessions regarding Bright Futures, Financial

Aide, and the College Admission process.

Field Trips:
- Students are provided with opportunities to attend learning based field trips in our community. These opportunities include, but are not limited to, kayaking trips, to learn about marine life, and museums.
S.T.A.R. Labs:
- Students are encouraged to attend monthly success labs. These labs provide students with direct instruction and support from teachers.

Virtual Symposium:
- Teachers, Guidance, and Administration are encouraged to attend a yearly symposium, meeting with other virtual programs throughout the state. This opportunity focuses on best practices in the virtual environment.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Other: College and Career Acceleration**	**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: Differentiation**	**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**	**$0.00**
		Total:	**$0.00**