

Hillsborough County Public Schools

# Hillsborough Virtual School



2022-23 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: 8/25/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	16%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: I (%) 2018-19: A (65%) 2017-18: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Hillsborough Virtual School

2704 N HIGHLAND AVE, Tampa, FL 33602

www.hillsboroughvirtual.com

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School KG-12	No	16%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

## School Grades History

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

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## 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 set a graduation rate goal of 90%. 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**

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
Hoff, Matthew	Director of Virtual Instruction K12	<ul style="list-style-type: none"> <li>- Use student data to make decisions regarding:                             <ul style="list-style-type: none"> <li>* New units</li> <li>* Student placements</li> <li>* Resource allocation</li> </ul> </li> <li>- Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator</li> <li>* Conduct accountability conversations with teachers when warranted</li> </ul>
Upshaw, Denee	Supervisor of Innovative Programs	<ul style="list-style-type: none"> <li>- Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator</li> <li>* Conduct accountability conversations with teachers when warranted</li> <li>- Chair Steering Committee</li> <li>- Analyze student data in order to make decisions about best practices in the virtual environment.</li> <li>- Facilitate monthly student data meetings</li> <li>- Provide administrator communication with the parents of at-risk students</li> </ul>
Francis, Tiffany	Supervisor of Innovative Programs	<ul style="list-style-type: none"> <li>- Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator</li> <li>- Analyze data in order to make decisions about best practices in the virtual environment.</li> <li>- Attend monthly student data meetings</li> </ul>
Hillgruber, Sherri	Coordinator of Innovative Programs	<ul style="list-style-type: none"> <li>- Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator</li> <li>- Analyze data in order to make decisions about best practices in the virtual environment.</li> <li>- Attend monthly student data meetings</li> <li>- Provide administrator communication with the parents of at-risk students</li> <li>- Oversee ESE Services</li> </ul>
Allen, Amanda		<ul style="list-style-type: none"> <li>Attend monthly student data meetings</li> <li>- Following data meetings, communicate with parents of at-risk students</li> <li>- Provide data and recommendations to administration in regards to at-risk students</li> </ul>
Campbell, Kristin		<ul style="list-style-type: none"> <li>Attend monthly student data meetings</li> <li>- Following data meetings, communicate with parents of at-risk students</li> <li>- Provide data and recommendations to administration in regards to at-risk students</li> </ul>



Name	Position Title	Job Duties and Responsibilities
Carmicheal, Christy		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

**Demographic Information**

**Principal start date**

Wednesday 8/25/2021, Matthew Hoff

**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.*

NA

**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.*

NA

**Total number of teacher positions allocated to the school**

121

**Total number of students enrolled at the school**

952

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

9

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

3

**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	94	137	153	150	133	145	143	165	158	100	112	123	201	1814
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	24	25	22	34	23	34	32	27	23	22	39	41	32	378
Course failure in Math	18	17	15	14	27	35	38	35	29	39	29	30	17	343
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	10	16	4	7	6	2	7	0	0	65
Level 1 on 2022 statewide FSA Math assessment	0	0	0	43	31	45	10	17	15	0	0	0	0	161
Number of students with a substantial reading deficiency	0	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	1	8	2	4	3	3	0	3	24

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	2	0	0	0	0	0	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated  
 Sunday 8/14/2022

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	294	263	202	233	253	218	253	276	329	256	280	265	149	3271
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	3	3	0	0	0	0	8
Students retained two or more times	0	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	294	263	202	233	253	218	253	276	329	256	280	265	149	3271
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	3	3	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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		51%	55%				78%	57%	61%
ELA Learning Gains							62%	56%	59%
ELA Lowest 25th Percentile							45%	52%	54%
Math Achievement		41%	42%				62%	55%	62%
Math Learning Gains							51%	57%	59%
Math Lowest 25th Percentile							40%	49%	52%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement		48%	54%				75%	50%	56%
Social Studies Achievement		57%	59%				91%	77%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	91%	52%	39%	58%	33%
Cohort Comparison		0%				
04	2022					
	2019	93%	55%	38%	58%	35%
Cohort Comparison		-91%				
05	2022					
	2019	83%	54%	29%	56%	27%
Cohort Comparison		-93%				
06	2022					
	2019	80%	53%	27%	54%	26%
Cohort Comparison		-83%				
07	2022					
	2019	86%	54%	32%	52%	34%
Cohort Comparison		-80%				
08	2022					
	2019	83%	53%	30%	56%	27%
Cohort Comparison		-86%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	54%	-9%	62%	-17%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison		0%				
04	2022					
	2019	67%	57%	10%	64%	3%
Cohort Comparison		-45%				
05	2022					
	2019	31%	54%	-23%	60%	-29%
Cohort Comparison		-67%				
06	2022					
	2019	65%	49%	16%	55%	10%
Cohort Comparison		-31%				
07	2022					
	2019	77%	62%	15%	54%	23%
Cohort Comparison		-65%				
08	2022					
	2019	25%	31%	-6%	46%	-21%
Cohort Comparison		-77%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	58%	51%	7%	53%	5%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-58%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	63%	47%	16%	48%	15%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	82%	66%	16%	67%	15%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	85%	67%	18%	71%	14%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	73%	25%	70%	28%

  

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	63%	2%	61%	4%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	57%	6%	57%	6%

**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	43	59	50	40	29	12	30	65		77	30
ELL	62	68	54	46	46	27	43	67		60	
ASN	91	77		86	73		92		100	100	91
BLK	57	51	44	43	44	37	48	79	91	83	36
HSP	68	66	58	47	44	35	59	78	82	79	35
MUL	84	81		56	69		81	91		83	60
WHT	76	62	46	52	40	41	75	81	56	89	48
FRL	63	61	57	38	40	38	60	76	65	81	43

  

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	52	80		52	47						
ELL	64	76	80	36	36						
ASN	89	75		81	67		85				
BLK	64	57	47	43	33	31	42	86	46		
HSP	71	68	59	51	43	27	61	74	45	100	60
MUL	75	65		76	37		81		53		
WHT	80	67	59	72	52	57	67	74	43	97	55
FRL	62	59	54	47	35	23	48	64	37	94	67

  

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

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
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

**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)	N/A
OVERALL Federal Index – All Students	53
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	53
Total Points Earned for the Federal Index	640
Total Components for the Federal Index	12
Percent Tested	66%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	89
Asian Students Subgroup Below 41% in the Current Year?	NO



Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
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	59
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	76
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	61
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	57
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?**

ELA: Grades 3-10 continue to achieve high levels of achievement.

Math:

5th Grade has a continuing negative trend.

3rd-8th reports > 59% pass rate

Social Studies:

Secondary: proficiency continues to surpass district and state levels

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

The Learning Gains for Math (both full population and lowest 25%) continue to show a negative trend. As such, this is the area for greatest improvement in our school.

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

Contributing factors include an initial growth rate of 1000% in the student body due to Covid-19. Our population has experienced significant fluctuation as students have returned to brick and mortar.

Our ESE and ELL populations have also seen significant growth. We have added an ESE department and ELL department to assist these subgroups.

New Actions:

Stakeholders will proactively identify and monitor students who are struggling with math concepts.

This will be a collaborative effort amongst teachers, the communication's team, and the student services team.

Students who are struggling with math concepts will be encouraged to attend zoom sessions with their teacher to acquire essential foundational skills.

Families will be provided with the information to the district new tutoring services Paper. These services provide students and families with 24/7 access to instructional supports.

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

8th grade Science increased from 53% pass rate to a 61% pass rate. Total Science Achievement increased to 66 points.

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

There was an increase of students taking the Science exams. With the increase of our student body, our staff increased. This allowed teachers to specialize in one grade level.

Teachers hosted weekly live lessons, focusing on requisite skill building and content mastery.

Teachers also provided specific feedback on assignments, encouraging students to learn from their mistakes by reviewing said feedback and correcting their errors.

When students are allowed the opportunity to resubmit for mastery, their retention of the subject increases.

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

Live lessons will be offered weekly to students.

STAR labs will be made available to at-risk students.

Welcome Calls, Monthly Contacts, and progress monitoring will be offered in Spanish for Spanish speaking families.

**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.**

Monthly meetings to review best practices in the virtual environment.

Monthly PLC meetings, where content leaders will provide support to teachers within their department.

Peer Mentors are available to new teachers to provide additional support.

Pathway Trainings are available to teachers for self-paced trainings.

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

ESE Support team has been established to support our ESE population.

ELL Support team has been established to provide support to ELL students.

Administration will conduct walk-throughs of VSA and Educator to monitor the instruction provided to students.

### **Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

There is a five-year negative plateau in learning gains for bottom quartile students in Mathematics. From 2018 -2022, an average of 38% of students made mathematical learning gains.

In ELA, our bottom quartile students did not meet their goal of 65% proficiency. 2022 data shows gains for 52% of the students in this category. We will continue our ELA goal, setting it to 60%.

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

Math: Learning gains of bottom quartile students will increase to 50%

ELA: Learning gains of bottom quartile students will increase to 60%

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

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

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.

Administration will review teacher logs, bi-annually, through VSA and Educator walk-throughs.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

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 by semester deadline.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Through monitoring student data, and providing skill specific opportunities for review and mastery, student learning gains will increase on FSA/FAST formatives.

**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) 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.

**Person Responsible**

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

2) Monthly review sessions, that focus on sample FAST 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

**Person Responsible**

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

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

**Person Responsible**

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

4) In the 4-weeks leading up to the FAST, weekly review sessions, that focus on FSA/FAST "type" questions, will be offered to ensure that students have acquired mastery of the content-specific standards

**Person Responsible**

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

5) School Counselors will meet with administration bi-weekly to discuss student performance and strategically target students struggling in math.

**Person Responsible**

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

**#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.**

Hillsborough Virtual continues to pursue a 6 year goal to increase Math Achievement level.

In 2022, Hillsborough Virtual earned 52 Math Achievement points. Total Learning Gains in math, increased to 48% during the 2022 school year.

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

Math Achievement will increase to 65%

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

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

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.

Administration will review teacher logs, bi-annually, through VSA and Educator walk-throughs.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

1) Learning gains will be evaluated, throughout the semester, through discussion based assessments, module exams, and final exams. Student learning gains will increase on FAST formatives

2) Student progress will be reviewed monthly to ensure that students are making adequate progress to successfully complete their mathematics course on time.

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

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

**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) 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)

2) 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)

3) Teachers will encourage participation in live lessons, and face-to-face pre-test review sessions, through phone calls, emails, and texts.

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

4) 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)

5) School Counselors will meet with administration bi-weekly to discuss student performance and strategically target students struggling in math.

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

**#3. Instructional Practice specifically relating to Career & Technical Education**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Hillsborough Virtual considers it important for students to leave high school with certifications and credits that will prepare them for their future. While students graduating with AP Credits, Dual Enrollment Credits, and/or Industry Certifications significantly increased during the 2020 school year to 62%, the 2021 data declined to 48%. It is important to note that this is delayed data. The data used has been matched to the correct year. The 2022 data is not currently available.

With the Covid-19 Pandemic, our student population grew by over 1000%. This contributed to the decrease in students attaining these credits, as many joined us during the later stages of their high school career. We are dedicated to reaching our previous goal of 65% attainment of college credit or industry certification.

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

65% of Hillsborough Virtual Seniors will graduate with either an AP Credit, a Dual Enrollment credit, and/or with an Industry Certification.

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

Student transcripts will be monitored (see action steps) by all high school counselors to ensure that all students have the appropriate courses to meet this goal.

**Person responsible for monitoring outcome:**

Christy Carmicheal (christy.carmicheal@sdhc.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

- 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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

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 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** Christy Carmicheal (christy.carmicheal@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)

**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**

N/A

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

N/A

**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)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**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.

N/A

**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. Â§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?

N/A

**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?

N/A

**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**

N/A

**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.**

A positive school culture provides a learning environment where students are able to succeed. Hillsborough Virtual fosters a positive school culture by providing opportunities for stakeholders to participate in collaborative team building both within and outside the classroom environment.

**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.

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

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 reteaching 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.

- 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