

Hillsborough County Public Schools

# Hillsborough Virtual School



2023-24

Schoolwide Improvement Plan (SIP)

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# Hillsborough Virtual School

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## SIP Authority

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

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

### Additional Target Support and Improvement (ATSI)

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

### Targeted Support and Improvement (TSI)

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

### Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

## **Purpose and Outline of the SIP**

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

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name               | Position Title                      | Job Duties and Responsibilities   |
|--------------------|-------------------------------------|---|
| Hoff, Matthew      | Director of Virtual Instruction K12 | <p>Use student data to make decisions regarding:</p> <ul style="list-style-type: none"> <li>* New units</li> <li>* Student placements</li> <li>* Resource allocation</li> </ul> <p>Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator</p> <ul style="list-style-type: none"> <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   | <p>Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator</p> <ul style="list-style-type: none"> <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      |                                     | <p>Attend monthly student data meetings</p> <ul style="list-style-type: none"> <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  |                                     | <p>Attend monthly student data meetings</p> <ul style="list-style-type: none"> <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,<br>Christy |                | Attend monthly student data meetings<br>- Following data meetings, communicate with parents of at-risk students<br>- Provide data and recommendations to administration in regards to at-risk students |

### Stakeholder Involvement and SIP Development

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

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

Faculty and stakeholders were presented with a comparative overview of Progress Monitoring data. The data demonstrated student growth across grade levels and achievement levels. Stakeholders were then asked to disaggregate the data based on subject/grade level. This information was utilized when constructing the goals for the 2023-2024 school year.

### SIP Monitoring

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

Stakeholders will meet following the administration of PM 1 and PM 2. to assess student learning. Based on these results, the Leadership Team will meet with individual departments to revise content delivery to ensure that student instructional needs are being supported.

### Demographic Data

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

|   |   |
|---|---|
| <b>2023-24 Status</b><br>(per MSID File)  | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)                           | Combination School<br>KG-12   |
| <b>Primary Service Type</b><br>(per MSID File)                                    | K-12 General Education  |
| <b>2022-23 Title I School Status</b>  | No  |
| <b>2022-23 Minority Rate</b>  | 62%   |
| <b>2022-23 Economically Disadvantaged (FRL) Rate</b>                              | 16%   |
| <b>Charter School</b>   | No  |
| <b>RAISE School</b>   | No  |
| <b>ESSA Identification</b><br>*updated as of 3/11/2024                            | N/A   |
| <b>Eligible for Unified School Improvement Grant (UniSIG)</b>                     | No  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students) | Students With Disabilities (SWD)<br>English Language Learners (ELL)<br>Asian Students (ASN) |



|   |   |
|---|---|
| (subgroups below the federal threshold are identified with an asterisk)                         | Black/African American Students (BLK)<br>Hispanic Students (HSP)<br>Multiracial Students (MUL)<br>White Students (WHT)<br>Economically Disadvantaged Students (FRL) |
| <b>School Grades History</b><br>*2022-23 school grades will serve as an informational baseline. | 2021-22: I<br>2019-20: A<br>2018-19: A<br>2017-18: B  |
| <b>School Improvement Rating History</b>  |   |
| <b>DJJ Accountability Rating History</b>  |   |

### Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator   | Grade Level |   |   |   |    |    |    |   |    |    | Total |
|---|-------------|---|---|---|----|----|----|---|----|----|-------|
|   | K           | 1 | 2 | 3 | 4  | 5  | 6  | 7 | 8  |    |       |
| Absent 10% or more days   | 0           | 0 | 0 | 0 | 0  | 0  | 0  | 0 | 0  |    |       |
| One or more suspensions   | 0           | 0 | 0 | 0 | 0  | 0  | 0  | 0 | 0  |    |       |
| Course failure in English Language Arts (ELA)   | 0           | 0 | 0 | 0 | 0  | 0  | 0  | 0 | 1  | 1  |       |
| Course failure in Math  | 0           | 0 | 0 | 0 | 0  | 0  | 0  | 1 | 0  | 1  |       |
| Level 1 on statewide ELA assessment   | 0           | 0 | 0 | 0 | 0  | 2  | 4  | 5 | 5  | 16 |       |
| Level 1 on statewide Math assessment  | 0           | 0 | 0 | 0 | 10 | 15 | 24 | 8 | 14 | 71 |       |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0           | 0 | 0 | 0 | 0  | 0  | 0  | 0 | 0  |    |       |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

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

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

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

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

| Indicator   | Grade Level |    |    |    |    |    |    |    |    | Total |
|---|-------------|----|----|----|----|----|----|----|----|-------|
|   | K           | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |       |
| Absent 10% or more days   | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |       |
| One or more suspensions   | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |       |
| Course failure in ELA   | 24          | 25 | 22 | 34 | 23 | 34 | 32 | 27 | 23 | 378   |
| Course failure in Math  | 18          | 17 | 15 | 14 | 27 | 35 | 38 | 35 | 29 | 343   |
| Level 1 on statewide ELA assessment   | 0           | 0  | 0  | 13 | 10 | 16 | 4  | 7  | 6  | 65    |
| Level 1 on statewide Math assessment  | 0           | 0  | 0  | 43 | 31 | 45 | 10 | 17 | 15 | 161   |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |       |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 1 | 8 | 2 | 4 | 24    |

**The number of students identified retained:**

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

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

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

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

| Indicator   | Grade Level |    |    |    |    |    |    |    |    | Total |
|---|-------------|----|----|----|----|----|----|----|----|-------|
|   | K           | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |       |
| Absent 10% or more days   | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |       |
| One or more suspensions   | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |       |
| Course failure in ELA   | 24          | 25 | 22 | 34 | 23 | 34 | 32 | 27 | 23 | 244   |
| Course failure in Math  | 18          | 17 | 15 | 14 | 27 | 35 | 38 | 35 | 29 | 228   |
| Level 1 on statewide ELA assessment   | 0           | 0  | 0  | 13 | 10 | 16 | 4  | 7  | 6  | 56    |
| Level 1 on statewide Math assessment  | 0           | 0  | 0  | 43 | 31 | 45 | 10 | 17 | 15 | 161   |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |       |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 1 | 8 | 2 | 4 | 15    |

#### The number of students identified retained:

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

## II. Needs Assessment/Data Review

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

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

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

| Accountability Component        | 2023   |          |       | 2022   |          |       | 2021   |          |       |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                                 | School | District | State | School | District | State | School | District | State |
| ELA Achievement*                | 68     | 51       | 53    | 51     | 51       | 55    | 75     |          |       |
| ELA Learning Gains              |        |          |       | 65     |          |       | 66     |          |       |
| ELA Lowest 25th Percentile      |        |          |       | 54     |          |       | 59     |          |       |
| Math Achievement*               | 44     | 50       | 55    | 37     | 41       | 42    | 61     |          |       |
| Math Learning Gains             |        |          |       | 48     |          |       | 45     |          |       |
| Math Lowest 25th Percentile     |        |          |       | 39     |          |       | 37     |          |       |
| Science Achievement*            | 65     | 48       | 52    | 39     | 48       | 54    | 64     |          |       |
| Social Studies Achievement*     | 79     | 65       | 68    | 45     | 57       | 59    | 79     |          |       |
| Middle School Acceleration      | 58     | 70       | 70    | 78     | 51       | 51    | 46     |          |       |
| Graduation Rate                 | 88     | 83       | 74    | 85     | 44       | 50    | 98     |          |       |
| College and Career Acceleration | 34     | 33       | 53    | 46     | 68       | 70    | 62     |          |       |
| ELP Progress                    | 73     | 52       | 55    | 53     | 73       | 70    | 58     |          |       |

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

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

**ESSA School-Level Data Review (pre-populated)**

| <b>2021-22 ESSA Federal Index</b>              |     |
|--|-----|
| ESSA Category (CSI, TSI or ATSI)               | N/A |
| OVERALL Federal Index – All Students           | 65  |
| OVERALL Federal Index Below 41% - All Students | No  |
| Total Number of Subgroups Missing the Target   | 0   |
| Total Points Earned for the Federal Index      | 583 |
| Total Components for the Federal Index         | 9   |
| Percent Tested                                 | 90  |
| Graduation Rate                                | 88  |

| <b>2021-22 ESSA Federal Index</b>              |     |
|--|-----|
| ESSA Category (CSI, TSI or ATSI)               | N/A |
| OVERALL Federal Index – All Students           | 53  |
| OVERALL Federal Index Below 41% - All Students | No  |
| Total Number of Subgroups Missing the Target   | 0   |
| Total Points Earned for the Federal Index      | 640 |
| Total Components for the Federal Index         | 12  |
| Percent Tested                                 | 66  |
| Graduation Rate                                | 85  |

**ESSA Subgroup Data Review (pre-populated)**

| <b>2022-23 ESSA SUBGROUP DATA SUMMARY</b> |  |                           |  |  |
|---|--|---------------------------|--|--|
| <b>ESSA Subgroup</b>                      | <b>Federal Percent of Points Index</b> | <b>Subgroup Below 41%</b> | <b>Number of Consecutive years the Subgroup is Below 41%</b> | <b>Number of Consecutive Years the Subgroup is Below 32%</b> |
| SWD                                       | 45                                     |                           |  |  |
| ELL                                       | 60                                     |                           |  |  |
| AMI                                       |  |                           |  |  |
| ASN                                       | 74                                     |                           |  |  |
| BLK                                       | 64                                     |                           |  |  |
| HSP                                       | 60                                     |                           |  |  |
| MUL                                       | 69                                     |                           |  |  |
| PAC                                       |  |                           |  |  |

**2022-23 ESSA SUBGROUP DATA SUMMARY**

| <b>ESSA Subgroup</b> | <b>Federal Percent of Points Index</b> | <b>Subgroup Below 41%</b> | <b>Number of Consecutive years the Subgroup is Below 41%</b> | <b>Number of Consecutive Years the Subgroup is Below 32%</b> |
|----------------------|--|---------------------------|--|--|
| WHT                  | 69                                     |                           |  |  |
| FRL                  | 59                                     |                           |  |  |

**2021-22 ESSA SUBGROUP DATA SUMMARY**

| <b>ESSA Subgroup</b> | <b>Federal Percent of Points Index</b> | <b>Subgroup Below 41%</b> | <b>Number of Consecutive years the Subgroup is Below 41%</b> | <b>Number of Consecutive Years the Subgroup is Below 32%</b> |
|----------------------|--|---------------------------|--|--|
| SWD                  | 44                                     |                           |  |  |
| ELL                  | 53                                     |                           |  |  |
| AMI                  |  |                           |  |  |
| ASN                  | 89                                     |                           |  |  |
| BLK                  | 56                                     |                           |  |  |
| HSP                  | 59                                     |                           |  |  |
| MUL                  | 76                                     |                           |  |  |
| PAC                  |  |                           |  |  |
| WHT                  | 61                                     |                           |  |  |
| FRL                  | 57                                     |                           |  |  |

**Accountability Components by Subgroup**

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

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

| <b>Subgroups</b> | <b>ELA Ach.</b> | <b>ELA LG</b> | <b>ELA LG L25%</b> | <b>Math Ach.</b> | <b>Math LG</b> | <b>Math LG L25%</b> | <b>Sci Ach.</b> | <b>SS Ach.</b> | <b>MS Accel.</b> | <b>Grad Rate 2021-22</b> | <b>C &amp; C Accel 2021-22</b> | <b>ELP Progress</b> |
|------------------|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|---------------------|
| All Students     | 68              |               |                    | 44               |                |                     | 65              | 79             | 58               | 88                       | 34                             | 73                  |
| SWD              | 50              |               |                    | 27               |                |                     | 39              | 60             |                  | 5                        | 6                              |                     |
| ELL              | 58              |               |                    | 40               |                |                     | 47              | 70             |                  | 38                       | 7                              | 73                  |
| AMI              |                 |               |                    |                  |                |                     |                 |                |                  |                          |                                |                     |
| ASN              | 86              |               |                    | 61               |                |                     |                 |                |                  |                          | 2                              |                     |
| BLK              | 64              |               |                    | 37               |                |                     | 49              | 84             |                  | 26                       | 7                              |                     |
| HSP              | 68              |               |                    | 39               |                |                     | 61              | 78             | 35               | 35                       | 9                              | 70                  |

## 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2021-22 | C & C Accel 2021-22 | ELP Progress |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| MUL       | 71       |        |             | 46        |         |              | 88       | 75      |           | 40                | 6                   |              |
| PAC       |          |        |             |           |         |              |          |         |           |                   |                     |              |
| WHT       | 77       |        |             | 57        |         |              | 75       | 78      | 74        | 36                | 8                   |              |
| FRL       | 73       |        |             | 33        |         |              | 67       | 69      |           | 31                | 6                   |              |

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| Subgroups    | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | 51       | 65     | 54          | 37        | 48      | 39           | 39       | 45      | 78        | 85                | 46                  | 53           |
| SWD          | 43       | 59     | 50          | 40        | 29      | 12           | 30       | 65      |           | 77                | 30                  |              |
| ELL          | 62       | 68     | 54          | 46        | 46      | 27           | 43       | 67      |           | 60                |                     | 53           |
| AMI          |          |        |             |           |         |              |          |         |           |                   |                     |              |
| 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                  | 59           |
| MUL          | 84       | 81     |             | 56        | 69      |              | 81       | 91      |           | 83                | 60                  |              |
| PAC          |          |        |             |           |         |              |          |         |           |                   |                     |              |
| WHT          | 76       | 62     | 46          | 52        | 40      | 41           | 75       | 81      | 56        | 89                | 48                  |              |
| FRL          | 63       | 61     | 57          | 38        | 40      | 38           | 60       | 76      | 65        | 81                | 43                  | 58           |

## 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| Subgroups    | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | 75       | 66     | 59          | 61        | 45      | 37           | 64       | 79      | 46        | 98                | 62                  | 58           |
| SWD          | 52       | 80     |             | 52        | 47      |              |          |         |           |                   |                     |              |
| ELL          | 64       | 76     | 80          | 36        | 36      |              |          |         |           |                   |                     | 58           |
| AMI          |          |        |             |           |         |              |          |         |           |                   |                     |              |
| 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                  | 65           |
| MUL          | 75       | 65     |             | 76        | 37      |              | 81       |         | 53        |                   |                     |              |
| PAC          |          |        |             |           |         |              |          |         |           |                   |                     |              |
| WHT          | 80       | 67     | 59          | 72        | 52      | 57           | 67       | 74      | 43        | 97                | 55                  |              |

## 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| FRL       | 62       | 59     | 54          | 47        | 35      | 23           | 48       | 64      | 37        | 94                | 67                  | 68           |

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

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

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

| ELA   |               |        |          |                            |       |                         |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year          | School | District | School-District Comparison | State | School-State Comparison |
| 10    | 2023 - Spring | 74%    | 50%      | 24%                        | 50%   | 24%                     |
| 05    | 2023 - Spring | 72%    | 53%      | 19%                        | 54%   | 18%                     |
| 07    | 2023 - Spring | 74%    | 47%      | 27%                        | 47%   | 27%                     |
| 08    | 2023 - Spring | 74%    | 44%      | 30%                        | 47%   | 27%                     |
| 09    | 2023 - Spring | 78%    | 48%      | 30%                        | 48%   | 30%                     |
| 04    | 2023 - Spring | 65%    | 54%      | 11%                        | 58%   | 7%                      |
| 06    | 2023 - Spring | 60%    | 47%      | 13%                        | 47%   | 13%                     |
| 03    | 2023 - Spring | 70%    | 46%      | 24%                        | 50%   | 20%                     |

| MATH  |               |        |          |                            |       |                         |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year          | School | District | School-District Comparison | State | School-State Comparison |
| 06    | 2023 - Spring | 56%    | 53%      | 3%                         | 54%   | 2%                      |
| 07    | 2023 - Spring | 33%    | 36%      | -3%                        | 48%   | -15%                    |
| 03    | 2023 - Spring | 39%    | 55%      | -16%                       | 59%   | -20%                    |
| 04    | 2023 - Spring | 55%    | 59%      | -4%                        | 61%   | -6%                     |
| 08    | 2023 - Spring | 72%    | 57%      | 15%                        | 55%   | 17%                     |
| 05    | 2023 - Spring | 34%    | 53%      | -19%                       | 55%   | -21%                    |

| SCIENCE |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| 08      | 2023 - Spring | 64%    | 41%      | 23%                        | 44%   | 20%                     |

| SCIENCE |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| 05      | 2023 - Spring | 50%    | 47%      | 3%                         | 51%   | -1%                     |

| ALGEBRA |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A     | 2023 - Spring | 55%    | 55%      | 0%                         | 50%   | 5%                      |

| GEOMETRY |               |        |          |                            |       |                         |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade    | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A      | 2023 - Spring | 55%    | 49%      | 6%                         | 48%   | 7%                      |

| BIOLOGY |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A     | 2023 - Spring | 80%    | 62%      | 18%                        | 63%   | 17%                     |

| CIVICS |               |        |          |                            |       |                         |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade  | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A    | 2023 - Spring | 74%    | 64%      | 10%                        | 66%   | 8%                      |

| HISTORY |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A     | 2023 - Spring | 78%    | 65%      | 13%                        | 63%   | 15%                     |

### III. Planning for Improvement

#### Data Analysis/Reflection

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

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

3rd - 8th grade PMS testing for math generated an overall 51% pass rate with 349 students testing. Algebra and Geometry both saw a 55% pass rate with 88 students and 60 students respectively.



5th Grade Math had the lowest performance rate with a 33% pass rate on PM 3. Out of the 54 students that took the exam, 18 received a 3 or higher. While this was the first year of the PMS testing cycle, the 2022 SIP plan noted a negative trend in 5th grade mathematics. It should be noted that in 2022 106 students tested. In 2023, 54 students tested.

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

3rd Grade Math had the greatest decline. In 2022, 71% of 133 students passed the FSA. In 2023, 39% of 54 students passed the PM3 exam.

As noted, there was a significant decline in the population. This is also a new test.

**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.**

3rd Grade Math (-20) and 5th Grade Math (-22) had the greatest gap between state and school data. As noted above, there has been a 3-year negative trend for 5th grade.

9th Grade ELA had the greatest positive gap with 78% pass rate compared to the State's 48% pass rate.

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

8th Grade math saw a 7% increase. 6th Grade math saw a 6% increase. All other components showed less than 5% increases.

Teachers were encouraged to create help videos.

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

An area of concern, identified via the Early Warning System indicators, is mathematics. 71 students, in grades 4-8, scored a level 1 on the mathematics PM3 examination.

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

Mathematics: Learning Gains

Mathematics: Bottom Quartile Learning Gains

Grade 5 Mathematics

Grade 3 Mathematics

### **Area of Focus**

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

**#1. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

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

Hillsborough Virtual continues to pursue a 7-year goal to increase our Math Achievement level. In 2023, Hillsborough Virtual 51% of students in grades 3-8 earned a 3 or higher on the PM3 examination. 55% of students in Algebra and Geometry earned a 3 or higher on the EOC. 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%.

**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 Intervention:**

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

- 1) Learning gains will be evaluated, throughout the semester, through discussion-based assessments, module exams, and final exams. Student learning gains will increase on PM and EOC formatives.
- 2) Student progress will be reviewed monthly to ensure that students are making adequate progress to successfully complete their mathematics course on time
- 3) Students will be required to attend a minimum of 2 live lessons per semester.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

- 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.
- 2) In order to succeed on formative exams, it is imperative that students complete their courses on time. Monitoring course performance monthly will allow teachers to provide extra support to students that are not maintaining pace.
- 3) Direct instruction allows students the opportunity to interact with both the instructor and the curriculum. Student learning will increase when they have the opportunity to have misconceptions cleared up during the initial learning of a topic.

**Tier of Evidence-based Intervention**

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

Tier 4 - Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

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)

**By When:** VSA will be reviewed by the end of the first 9-weeks.

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)

**By When:** Ongoing. Will complete during teacher walk throughs of VSA data.

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)

**By When:** Ongoing. Will complete during teacher walk throughs of VSA data.

Students struggling, after the first nine weeks, will be individually invited to live lesson, face to face review sessions, and private help sessions.

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

**By When:** Ongoing. Will complete during teacher walk throughs of VSA data.

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

**Person Responsible:** Christy Carmicheal (christy.carmicheal@sdhc.k12.fl.us)

**By When:** Ongoing. Will complete during teacher walk throughs of VSA data.

**#2. 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 years following saw data decline to 48%. This can be attributed to fluctuations within the population due to Covid policies.

It is important to note this is delayed data. The data for the 2022 and 2023 are not currently available.

**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, 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:**

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

**Evidence-based Intervention:**

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

- 1) Senior transcripts will reflect that students earned either AP credit, Dual Enrollment credit, and/or an 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 Intervention:**

Explain the rationale for selecting this specific strategy.

- 1) Intentional monitoring of student enrollment in CCC courses will ensure that all students are afforded the opportunity to earn either AP credit, Dual Enrollment credit, and/or an Industry Certification.

**Tier of Evidence-based Intervention**

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

Tier 4 - Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

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:** Dennee Upshaw (dennee.upshaw@sdhc.k12.fl.us)

**By When:** On-going

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)

**By When:** September 31st

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)

**By When:** December 22nd

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)

**By When:** May 26th

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)

**By When:** On-going

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

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

A positive school culture provides a learning environment where students are able to succeed.

**Measurable Outcome:**

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

Students will successfully complete their courses by the semester deadline.

**Monitoring:**

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

Administration will monitor student progress throughout the semester to ensure students are on track to finish successfully.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

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

Teachers will facilitate a growth mindset. This will be accomplished via both written and verbal feedback. Students will also be encouraged to work towards mastery.

Stakeholders will be provided with timely information about student achievement.

Students will also be provided opportunities to be part of the learning community.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By promoting a growth mindset and ensuring that all stakeholders are informed of student progress, students will find the support they need to thrive in the virtual environment.

**Tier of Evidence-based Intervention**

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

Tier 4 - Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

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.

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

**By When:** On-going

Zero-Out Policy: To ensure that all stakeholders have access to accurate information as to the student's grade and pace, teachers will update student grades with scores for missing assignments.

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

**By When:** First Tuesday of every month.

Communication with Stakeholders - Teachers communicate with parents and students, once a month, in regard to grades and pacing. If a student does not submit work weekly, this communication becomes more frequent.

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

**By When:** Monthly

Guidance will host bi-annual informational sessions regarding Bright Futures, Financial Aide, and the College Admission process.

**Person Responsible:** Christy Carmicheal (christy.carmicheal@sdhc.k12.fl.us)

**By When:** End of each semester

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.

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

**By When:** on-going



**#4. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Hillsborough Virtual analyzed our school PM3 data, comparing it to both previous years data and state/district data. This analysis demonstrated a need to create a specific focus area for both 3rd grade and 5th grade mathematics.

33% of 5th grade students earned a 3 or higher on PM3. The pass rate was 22 points lower than the state average.

39% of 3rd grade students earned a 3 or higher on the PM3. The pass rate was 20 points lower than the state average.

**Measurable Outcome:**

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

Math Achievement in 3rd and 5th grade will increase to 50%.

**Monitoring:**

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

Teachers will monitor lesson mastery via formative and non-formative assessments. They will create help videos and/or offer small group instruction based on student needs. Teachers will 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 Intervention:**

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

Teachers will create specific help videos for the lessons that more than 25% struggle with.

Teachers will disaggregate data to identify areas for remediation.

When appropriate, teachers will offer small groups based on students' need.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By identifying areas of weakness, teachers will be able to target specific gaps in student learning. This will allow teachers to structure help sessions, and/or videos reviews, around student needs.

**Tier of Evidence-based Intervention**

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

Tier 4 - Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Teachers will identify lessons where more than 25% of students struggle.

They will then disaggregate the data to determine the concept that is problematic.

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



**By When:** On-going.

Teachers will create help videos reviewing content.

**Person Responsible:** [no one identified]

**By When:** On-going

Teachers will offer small group sessions as needed. Student invitation and attendance will be logged in VSA.

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

**By When:** VSA will be reviewed quarterly.