Hillsborough County Public Schools

Hillsborough Virtual School

2021-22 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students White Students
School Grades History	2018-19: A (65%) 2017-18: B (61%) 2016-17: A (65%) 2015-16: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

Name	Title	Job Duties and Responsibilities	
Hoff, Matthew		Director of Virtual Instruction K12	- Director of Virtual Instruction - Use student data to make decisions regarding: * New units * Student placements * Resource allocation - Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator * Conduct accountability conversations with teachers when warranted
Upshaw, Denee	Other	Supervisor of Innovative Programs	- Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator * Conduct accountability conversations with teachers when warranted - Chair Steering Committee - Analyze student data in order to make decisions about best practices in the virtual environment. - Facilitate monthly student data meetings - Provide administrator communication with the parents of at-risk students
Dudley, Ray	Assistant Principal		- Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator - Attend monthly SAC meetings, communicating with stakeholders about goal progression. - Analyze data in order to make decisions about best practices in the virtual environment. - Attend monthly student data meetings - Provide administrator communication with the parents of at-risk students
Brengel, Lisa	Assistant Principal		- Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator - Attend monthly SAC meetings, communicating with stakeholders about goal progression. - Analyze data in order to make decisions about best practices in the virtual environment. - Attend monthly student data meetings using I-Ready diagnostics - Provide administrator communication with the parents of at-risk students
Francis, Tiffany	Other	Coordinator of Innovative Programs	- Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator - Analyze data in order to make decisions about best practices in the virtual environment. - Attend monthly student data meetings

Name	Title	Job Duties and Responsibilities	
			- Provide administrator communication with the parents of at-risk students
Hillgruber, Sherri	Other	Coordinator	- Monitor the SIP plan for fidelity through monthly walkthroughs of VSA and Educator - Analyze data in order to make decisions about best practices in the virtual environment. - Attend monthly student data meetings - Provide administrator communication with the parents of at-risk students - Oversee ESE Services
Allen, Amanda	Guidance Counselor		Attend monthly student data meetings - Following data meetings, communicate with parents of at-risk students - Provide data and recommendations to administration in regards to at-risk students
Campbell, Kristin	Guidance Counselor		Attend monthly student data meetings - Following data meetings, communicate with parents of at-risk students - Provide data and recommendations to administration in regards to at-risk students
Burns, Alex	Teacher, ESE		- Analyze and use student data to make decisions about best practices in the virtual environment. - Contribute student information during monthly student data meetings - Use data to make decisions about students' continual placement in the virtual environment. - Communicate information on student IEP and 504s to teachers - Assist teachers in creating differentiated review materials - Ensure that students receive appropriate testing accommodations on standardized tests.

Demographic Information

Principal start date

Wednesday 8/25/2021, Matthew Hoff

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

0

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

0

Total number of teacher positions allocated to the school

226

Total number of students enrolled at the school

2,958

Identify the number of instructional staff who left the school during the 2020-21 school year.

26

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 8/26/2021

2020-21 - As Reported

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

2020-21 - Updated

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

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

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

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

The number of students identified as retainees:

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

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	75%			78%	57%	61%	74%	59%	60%
ELA Learning Gains	66%			62%	56%	59%	61%	56%	57%
ELA Lowest 25th Percentile	59%			45%	52%	54%	50%	49%	52%
Math Achievement	61%			62%	55%	62%	62%	57%	61%
Math Learning Gains	45%			51%	57%	59%	52%	53%	58%
Math Lowest 25th Percentile	37%			40%	49%	52%	39%	47%	52%
Science Achievement	64%			75%	50%	56%	69%	51%	57%
Social Studies Achievement	79%			91%	77%	78%	90%	79%	77%

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**
03	2021					
	2019	91%	52%	39%	58%	33%
Cohort Comparison						
04	2021					
	2019	93%	55%	38%	58%	35%
Cohort Comparison		-91%				
05	2021					
	2019	83%	54%	29%	56%	27%
Cohort Comparison		-93%				
06	2021					
	2019	80%	53%	27%	54%	26%
Cohort Comparison		-83%				
07	2021					
	2019	86%	54%	32%	52%	34%
Cohort Comparison		-80%				
08	2021					
	2019	83%	53%	30%	56%	27%
Cohort Comparison		-86%				
09	2021					
	2019	72%	55%	17%	55%	17%
Cohort Comparison		-83%				
10	2021					
	2019	63%	53%	10%	53%	10%
Cohort Comparison		-72%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	45%	54%	-9%	62%	-17%
Cohort Comparison						
04	2021					
	2019	67%	57%	10%	64%	3%
Cohort Comparison		-45%				
05	2021					
	2019	31%	54%	-23%	60%	-29%
Cohort Comparison		-67%				
06	2021					
	2019	65%	49%	16%	55%	10%
Cohort Comparison		-31%				
07	2021					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	77%	62%	15%	54%	23%
Cohort Comparison		-65%				
08	2021					
	2019	25%	31%	-6%	46%	-21%
Cohort Comparison		-77%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	58%	51%	7%	53%	5%
Cohort Comparison						
08	2021					
	2019	63%	47%	16%	48%	15%
Cohort Comparison		-58%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	82%	66%	16%	67%	15%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	85%	67%	18%	71%	14%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	98%	73%	25%	70%	28%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	65%	63%	2%	61%	4%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I-Ready Diagnostics
FSA
EOC

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53%	39%	55%
	Economically Disadvantaged	80%	68%	60%
	Students With Disabilities	61%	35%	40%
	English Language Learners	38%	23%	23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42%	37%	49%
	Economically Disadvantaged	67%	67%	0%
	Students With Disabilities	30%	34%	7%
	English Language Learners	38%	8%	0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	37%	53%
	Economically Disadvantaged	64%	50%	50%
	Students With Disabilities	37%	42%	17%
	English Language Learners	17%	40%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	19%	34%
	Economically Disadvantaged	42%	30%	1%
	Students With Disabilities	25%	31%	0%
	English Language Learners	33%	20%	AA

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	91/69%
	Economically Disadvantaged	NA	NA	50%
	Students With Disabilities	NA	NA	44%
	English Language Learners	NA	NA	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	84/69%
	Economically Disadvantaged	NA	NA	25%
	Students With Disabilities	NA	NA	67%
	English Language Learners	NA	NA	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	65/61%
	Economically Disadvantaged	NA	NA	60%
	Students With Disabilities	NA	NA	43%
	English Language Learners	NA	NA	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	65/60%
	Economically Disadvantaged	NA	NA	67%
	Students With Disabilities	NA	NA	28%
	English Language Learners	NA	NA	0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	41/75%
	Economically Disadvantaged	NA	NA	67%
	Students With Disabilities	NA	NA	100%
	English Language Learners	NA	NA	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	56/46%
	Economically Disadvantaged	NA	NA	43%
	Students With Disabilities	NA	NA	100%
	English Language Learners	NA	NA	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	53/53%
	Economically Disadvantaged	NA	NA	50%
	Students With Disabilities	NA	NA	100%
	English Language Learners	NA	NA	0%

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	44/77%
	Economically Disadvantaged	NA	NA	0%
	Students With Disabilities	NA	NA	25%
	English Language Learners	NA	NA	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	40/60%
	Economically Disadvantaged	NA	NA	0%
	Students With Disabilities	NA	NA	25%
	English Language Learners	NA	NA	0%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	63/75%
	Economically Disadvantaged	NA	NA	50%
	Students With Disabilities	NA	NA	75%
	English Language Learners	NA	NA	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	31/55%
	Economically Disadvantaged	NA	NA	0%
	Students With Disabilities	NA	NA	67%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	NA	NA	15/80%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	75/81%
	Economically Disadvantaged	NA	NA	87%
	Students With Disabilities	NA	NA	67%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	142/80%
	Economically Disadvantaged	NA	NA	0%
	Students With Disabilities	NA	NA	50%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	81/61%
	Economically Disadvantaged	NA	NA	50%
	Students With Disabilities	NA	NA	100%
	English Language Learners	NA	NA	NA

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	40/78%
	Economically Disadvantaged	NA	NA	67%
	Students With Disabilities	NA	NA	25%
	English Language Learners	NA	NA	67%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	76/57%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	55/71%
	Economically Disadvantaged	NA	NA	100%
	Students With Disabilities	NA	NA	50%
	English Language Learners	NA	NA	100%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	76/82%
	Economically Disadvantaged	NA	NA	60%
	Students With Disabilities	NA	NA	0%
	English Language Learners	NA	NA	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	30/53%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	10/80%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	80%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	40/50%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	0%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NS	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	64/76%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	3/33%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	0%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Subgroup Data Review

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

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
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
MUL	91	90		50	40						
WHT	77	56	39	65	52	29	74	92	79	88	43
FRL	73	57		53	44		81	85		84	63
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	85	67		56	35						
HSP	78	62		54	52		70	83	55		
MUL	82			70							
WHT	68	60	50	66	57	35	65	94	70	75	17
FRL	70	55	55	50	46	50	61		70	64	

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	63
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	58
Total Points Earned for the Federal Index	750
Total Components for the Federal Index	12
Percent Tested	26%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	50
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	60
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	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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

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	66
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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:
FSA scores continue to trend upward.

Math:
In secondary, a negative trend is occurring
5th Grade has a continuing negative trend as well.

Science:
Secondary and Elementary: maintaining a flat trend.

Social Studies:
Secondary: proficiency continues to surpass district and state levels.

What data components, based off progress monitoring and 2019 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 a growth rate of 1000% in the student body due to Covid-19. 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; these services provide students and families with 24/7 access to instructional supports.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

FSA ELA proficiency has increased. Total Learning Gains increased by 4 points, Learning Gains of the Lowest 25% increased by 14 points.
9th and 10th grade ELA showed significant increases.

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

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.

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.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	There is a three-year negative trend in learning gains for bottom quartile students in Mathematics. In 2018, 2019, and 2021, an average of 38% of students in this category made learning gains. In ELA, our bottom quartile students surpassed their goal of 55% proficiency. 2021 data shows gains for 59% of the students in this category. We will continue our ELA goal, raising it to 65%. Measurable Outcome: Math: Learning gains of bottom quartile students will increase
Measureable Outcome:	Math: Learning gains of bottom quartile students will increase to 50% ELA: Learning gains of bottom quartile students will increase to 65%
Monitoring:	Teachers will log student attendance, and a description of live lesson content, in VSA. 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:	[no one identified]
Evidence-based Strategy:	Learning gains will be evaluated throughout the semester through discussion based assessments, module exams, and final exams. Student progress will also be reviewed to demonstrate successful completion of courses without the use of extensions.
Rationale for Evidence-based Strategy:	Through monitoring student data, and providing skill specific opportunities for review and mastery, student learning gains will increase on FSA/FCAT formatives.

Action Steps to Implement	
1) 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 session, that focus on sample FSA and EOC questions, will be offered by teachers on a rotating schedule to ensure that students have acquired mastery of the LAFS and Mathematics standards.	
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 FSA, weekly review sessions, that focus on FSA/FCAT "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.

6) Communication's team will meet with administration monthly to discuss student data trends and overall academic performance.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Hillsborough Virtual continues to pursue a 5 year goal to increase Math Achievement level. Total Learning Gains in math, decreased to 45% during the 2021 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.
Measureable Outcome:	Math Achievement will increase to 65%.
Monitoring:	Teachers will log student attendance, and a description of live lesson content, in VSA. 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:	1) Learning gains will be evaluated, throughout the semester, through discussion based assessments, module exams, and final exams. Student learning gains will increase on FSA formatives. 2) Student progress will be reviewed monthly to ensure that students are making adequate progress to successfully complete their mathematics course without the use of extensions.
Rationale for Evidence-based Strategy:	1) Monitoring and analyzing current student data will allow teachers to design intervention strategies based off student performance. Targeting weaknesses will all students the opportunity to review content to promote mastery. 2) In order to succeed on formative exams, it is imperative that students complete their coursework on time. Monitoring course performance monthly will allow teachers to provide extra support to students that are not maintaining pace.

Action Steps to Implement

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

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

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 pretest 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.

6) Communication's team will meet with administration monthly to discuss student data trends and overall academic performance.

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

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Hillsborough Virtual continues to pursue a 4-year goal to increase the Science Achievement level. By focusing on Science Achievement, students will be presented with opportunities to strengthen their mastery of Science skills. During the 2021 school year, 5th Grade Science demonstrated a 53% proficiency rate (-5), while 8th Grade Science demonstrated a 61% proficiency rate (-2). The overall Science Achievement rating dropped 11 points to 64.
Measureable Outcome:	63% of 5th Grade students will achieve a 3 or higher on the Science FSA. 70% of 8th Grade students will achieve a 3 or higher on the Science FCAT.
Monitoring:	Teachers will log student attendance, and a description of live lesson content, in VSA. Administration will review these logs for fidelity, bi-annually, through VSA and Educator walk-throughs.
Person responsible for monitoring outcome:	Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)
Evidence-based Strategy:	Learning gains will be evaluated throughout the semester through discussion based assessments, module exams, and final exams. Student progress will also be reviewed to demonstrate successful completion of courses without the use of extensions.
Rationale for Evidence-based Strategy:	Through monitoring student data, and providing skill specific opportunities for review and mastery, student learning gains will increase on FSA/FCAT formatives.

Action Steps to Implement	
1) Live lessons will focus on teaching concepts and skills while incorporating FSA/FCAT style questions.	
Person Responsible	Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)
2) 2 months prior to the FSA/FCAT, teachers will incorporate test prep and study skills into live lessons and dbas.	
Person Responsible	Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)
3) In the 4 weeks leading up to the FSA, weekly review sessions, that focus on FSA/FCAT "type" questions, will be offered to ensure that students have acquired mastery of the Science standards.	
Person Responsible	Pamela Norris (pamela.norris@hcps.net)
4) DBAs will focus on content mastery, providing remediation of weak skills when applicable.	
Person Responsible	Denee Upshaw (denee.upshaw@sdhc.k12.fl.us)

#4. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	The College and Career Acceleration Data has not been made available for the 2019 or 2020 school years. 2020 would be the correct score used for this SIP, as the data is a year delayed. Hillsborough Virtual is choosing to continue this goal, as we consider it important for students to leave high school with certifications and credits that will prepare them for their futures. While students graduating with AP Credits, Dual Enrollment Credits, and/or Industry Certifications significantly increased during the 2018 (delayed data) school year, we are working to meet the 65% established goal.
Measureable Outcome:	65% of Hillsborough Virtual Seniors will graduate with either an AP Credit, a Dual Enrollment credit, and/or with an Industry Certification.
Monitoring:	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:	1) Senior transcripts will reflect that students earned either AP credit, Dual Enrollment credit, and/or Industry Certification. 2) By May of their Junior year, student transcripts will be reviewed to ensure that they have achieved the requisite credit and/or certification. If they have not met this requirement, they will have the requisite courses scheduled for their Senior year.
Rationale for Evidence-based Strategy:	Intentional monitoring of student enrollment in CCC courses will ensure that all students are afforded the opportunity to earn either a AP credit, Dual Enrollment credit, and/or an Industry Certification.

Action Steps to Implement

1) Students and parents will be made aware of, and encouraged to enroll in, AP, Dual Enrollment, and/or courses that provide Industry Certification.

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

2) All Senior transcripts will be reviewed by September 31st to ensure that they are on track to meet this requirement.

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

3) All Junior transcripts will be reviewed by December to ensure that they are on track to meet this requirement their Senior year.

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

4) All Sophomore transcripts will be reviewed by May to ensure that they are on track to meet this requirement.

Person Responsible 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)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

As a virtual school, we do not have site-based discipline concerns.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

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 culture and environment at the school.

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.

Part V: Budget

1	**III.A.**	**Areas of Focus: Instructional Practice: Differentiation**	**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**	**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: Career & Technical Education**	**$0.00**
		Total:	**$0.00**