

# School Improvement Plan

## 2015-2016

Pinellas Virtual

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Superintendent



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2014-2015

# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Pinellas Virtual	Principal's First Name Mandy	Principal's Last Name Perry
School Advisory Council Chair's First Name None	School Advisory Council Chair's Last Name None	

## SCHOOL VISION - What is your school's vision statement?

100% student success

## SCHOOL MISSION - What is your school's mission statement?

Expanding access for all Pinellas County students to rigorous, relevant curriculum that incorporates skills and knowledge students need to succeed in the 21st century.

## SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Teachers welcome students and parents through a face to face and online orientations. Each student also receives an individualized welcome call from the instructor of each online course. Communication by phone monthly with parents and students. School has field trips, face-to-face help sessions and spirit nights.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Not applicable

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Not applicable

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

Pinellas Virtual School has a school counselor who is available to students by phone and email. Face-to-face counseling is available to students who come to the office. Our social worker also makes home visits to students identified through the child study team.

**PART I****CURRENT SCHOOL STATUS****Section B****School Advisory Council (SAC)****SAC MEMBERSHIP** - Identify the name and stakeholder group for each member of the SAC ?

Add Member

Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group

**SIP LAST YEAR**

Provide an evaluation of last year's school improvement plan.

Pinellas Virtual is still working to increase learning gains and improve curriculum for all math courses for students in grades K-12.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Not Applicable

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

Pinellas Virtual is in the process of developing a SAC.

**SAC ACTIVITIES** - Describe the activities of the SAC for the upcoming school year.

Not Applicable

**PROJECTED USE OF SIP FUNDS** - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Not Applicable

**STATUTORY COMPLIANCE** -Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?  Yes  No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

Pinellas Virtual is in the process of developing a SAC for the 15-16 school year.

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**PART I** **CURRENT SCHOOL STATUS**

**Section C** **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

<b>PRINCIPAL</b>			
First Name Mandy	Last Name Perry	Email Address perrym@pcsb.org	
Highest Academic Degree <input style="width: 95%;" type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 4	# of Years at Current School 2
Certifications (if applicable) Education Leadership K-12; Social Sciences 6-12			

<b>ASSISTANT PRINCIPAL #1</b>			
First Name	Last Name	Email Address	
Highest Academic Degree <input style="width: 95%;" type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

<b>ASSISTANT PRINCIPAL #2</b>			
First Name	Last Name	Email Address	
Highest Academic Degree <input style="width: 95%;" type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

<b>ASSISTANT PRINCIPAL #3</b>			
First Name	Last Name	Email Address	
Highest Academic Degree <input style="width: 95%;" type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

**ASSISTANT PRINCIPAL #4**

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

**PART I** **CURRENT SCHOOL STATUS**

**Section D** **Public and Collaborative Teaching**

**INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 14
- % receiving effective rating or higher: 93%
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100%
- % certified infield, pursuant to Section 1012.2315(2), F.S.: 100%
- % ESOL endorsed: 14%
- % reading endorsed: 14%
- % with advanced degrees: 50%
- % National Board Certified: 7%
- % first-year teachers: 0%
- % with 1-5 years of experience: 21%
- % with 6-14 years of experience: 36%
- % with 15 or more years of experience: 43%

**PARAPROFESSIONALS**

- # of paraprofessionals: 0
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):

**TEACHER RECRUITMENT AND RETENTION STRATEGIES**

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

- Regular meetings with new teachers and experienced online teachers.
- Ongoing meetings with school administration.
- Follow district policies regarding recruitment of new staff.
- Observations and walk-throughs.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

- Monthly meetings in a face-to-face environment
- Collaborative online lessons across contents
- Required participation in state virtual instructional program network professional learning communities

**TEACHER MENTORING PROGRAM/PLAN** - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

- Teachers new to school work with experienced teachers to learn systems.
- Vendors train instructors on technical systems and learning management systems.

**PART I** **CURRENT SCHOOL STATUS**

**Section E** **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

**PROBELM-SOLVING PROCESSES** - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

School improvement goals will be identified based on the analysis of school wide data. School staff will use problem solving processes to determine areas in need of improvement. School staff will meet and prepare goals of the School Improvement Plan.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Raquel	Merced	Math Teacher
Holly	McBride	Social Studies Teacher

**SYSTEMS IN PLACE** - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Problem solving process areas will be used to determine areas in need of improvement. Analysis of data by school staff will determine school goals. Staff will compare current levels of performance with expected levels of performance.

**DATA SOURCES AND MANAGEMENT SYSTEMS** - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Florida Assessment for Instruction in Reading (FAIR) will be used as universal screening in reading across grade levels. State assessments or end of course exams (EOC) will be utilized to provide summary data at respective grade level courses. PCS Focus will be used to manage data school wide. School wide completion data will be used as additional summary data.

**STAFF UNDERSTANDING OF MTSS** - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Staff will be collaboratively working to develop an MTSS as growth of school continues.

**PART I****CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Teachers attend professional development on most current Florida Standards for their content areas. Staff works closely with curriculum vendors and district curriculum specialist to align all courses to Florida Standards.

**DIFFERENTIATED INSTRUCTION** - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Students are provided opportunities for resubmission of assignments. Teachers work in a virtual one-to-one environment with students as well as provide for face-to-face help sessions work with individual student needs.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

**INSTRUCTIONAL STRATEGY #1**

Strategy Type

Optional Face-to-Face Tutoring/Help Sessions for one-to-one instruction.

Minutes added to the school year: 2,280

What is/are the strategy's purpose(s) and rationale(s)?

Allows for students to receive one-to-one instruction in a face-to-face setting when unable to master content within a virtual setting.

Provide a description of the strategy below.

Students attend weekly sessions in a computer lab teachers are present to assist and provide direct instruction for content mastery.

How is data collected and analyzed to determine the effectiveness of this strategy?

Review of student progress in course data from completion rates and data from state assessments.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrator, school counselor and instructors

**INSTRUCTIONAL STRATEGY #2**

Strategy Type

Resubmission of assignments for content mastery.



Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Students receive specific feedback from teachers with an opportunity to resubmit for mastery of content.

Provide a description of the strategy below.

Students submit an assignment and receive specific feedback regarding assignment. Teachers feedback encourages resubmission to help student master content.

How is data collected and analyzed to determine the effectiveness of this strategy?

Review of student progress in course, data from successful completion rates and state assessments.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrator, school counselor and instructor

**INSTRUCTIONAL STRATEGY #3**

Strategy Type

Required live lessons for all students in all subject areas

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Students will attend required live lessons to receive direct instruction and collaboration with other students enrolled in virtual courses.

Provide a description of the strategy below.

This will allow for mastery of content and the building of a collaborative learning environment within the virtual setting. Also fosters an environment of increased teacher/student and student/student interaction.

How is data collected and analyzed to determine the effectiveness of this strategy?

Review of student progress in course, data from successful completion rates and state assessments.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrator, school counselor and instructor

**INSTRUCTIONAL STRATEGY #4**

Strategy Type

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

**STUDENT TRANSITION AND READINESS** - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

As a K-12 school our administration, school counselor and staff are able to hold information sessions on transition and transition preparedness as students move from one school level to the next. Students also loop with teachers they have built relationships with as this assist in transitions from grade to grade and school level to school level.

### COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

College Prep for Math and Read/Writing are two areas. Additionally there is SAT/ACT Prep Course. Students are able to enroll in dual enrollment courses through SPC while attending Pinellas Virtual School. Option to take AP courses is available.

Describe how the school integrates vocational and technical education programs.

Students are able to select electives as Introduction to Informational Technology, M/J Creative Photography. Academic advisement leading into career choice awareness.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

Students meet with the school counselor annually to identify and request courses for the upcoming school year. The counselor conducts credit checks each year and meets with students and parents to discuss student's progress through high school. Juniors and Seniors are encouraged to take the PERT. Sophomores are encouraged to take the PSAT. ACT/SAT prep courses and face-to-face help sessions. English for Florida College Prep develop reading and writing skills to prepare students for entry level college work. Math for

College Readiness develops math skills to prepare students for college level math. Virtual students can enroll in dual enrollment courses through SPC and have the option to take AP courses.

**PART I** **CURRENT SCHOOL STATUS**

**Section G** **Literacy Leadership Team (LLT)**

**LLT MEMBERSHIP** - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Marcia	Hall	K-5 and Reading Teacher	hallmarc@pcsb.org
Jennifer	Fernandez	ELA and Reading Teacher	fernandezje@pcsb.org

**PROMOTING LITERACY** - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

All middle school students take a reading course.

Reading is integrated into all aspects of Pinellas Virtual online curriculum.

**MAJOR INITIATIVES** - What will be the major initiatives of the LLT this year?

The school has enrolled all middle school students in a reading course for the school year. The school will recognize students with perfect state assessments. Allocate Reading Referendum Funds. The school will work to integrate Florida State standards in all content areas.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section A** **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

**8-Step Problem-Solving Process**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.6	35	35

Students Scoring at or Above Achievement Level 4

2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)
30.6	35	35

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS**

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63.5	65	65

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
86	90	90

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	66.2	70	70
Black/African American	27.3	30	30
Hispanic	63.6	65	65
Asian			
American Indian			
English Language Learners (ELLs)	0	80	80
Students with Disabilities (SWDs)	16.7	50	50
Economically Disadvantaged	60	75	75

**POSTSECONDARY READINESS**

*This section is only for schools that teach high school grade levels. Otherwise, skip it.*

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60	75	75

If you have a goal to support your reading targets, provide the following information for that goal.

**READING GOAL**

What is your school's reading goal? Provide a description of the goal below.

To increase the percentage of students achieving high standards as measured in Florida Standard Assessments (level 3+). To decrease the percentage of students in the lowest 25% by increasing learning gains on the 2016 Florida Standard Assessments.

Provide possible data sources to measure your reading goal.

FAIR assessments, Portfolio assessments and Florida ELA assessments.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional development:	Teachers will attend all district wide trainings (all Grade Levels)
Action 2	Plan to Implement Action 2
Students will use Achieve 3000	Reading teachers in Grades 6-12 will use with students as core curriculum
Action 3	Plan to Implement Action 3
FAIR Testing	Reading teachers in Grades 6-12 will use with students to monitor progress throughout the school year and suggest face-to-face instruction when needed.
Action 4	Plan to Implement Action 4
Face to Face opportunities	Students are able to schedule face-to-face sessions with instructors for additional assistance.

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section B****Area 2: English Language Arts (Writing)****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

## Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29	35	35

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

**WRITING GOAL**

What is your school's writing goal? Provide a description of the goal below.

- To increase the percentage of students achieving high writing standards as measured in Florida Standard Assessment Exams (level 3+).
- To decrease the percentage of students in the lowest 25% by increasing learning gains on the 2015 Florida Standard Assessment Exams.

Provide possible data sources to measure your writing goal.

- Florida Standard Assessments exams
- Portfolio assessment results

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Write Source	Elementary students will use the HMH Journeys Writing Handbook in connection with my WriteSmart writing activities in Think Central.
Action 2	Plan to Implement Action 2
Professional Development	Teachers of language arts will participate in district-wide training opportunities for science. (All grade levels).
Action 3	Plan to Implement Action 3
Authentic Writing Opportunities	Students will be provided opportunities for authentic writing experiences in all courses. Students will be encouraged to participate in academic competitions that provide authentic writing opportunities such as science fair, National History Day, etc.
Action 4	Plan to Implement Action 4

Content writing strategies	Students will be instructed in a variety of concrete content area writing strategies to increase the ability to express knowledge of nonfiction text. (All grade levels).
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**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section C** **Area 3: Mathematics**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Mathematics**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	25	25

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
11.2	15	15

**FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Mathematics**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS - Elementary and Middle School Mathematics**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39	44	44

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39	44	44

**ANNUAL MEASURABLE OBJECTIVES (AMOs) - Elementary and Middle School Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	19	24	24
Black/African American	0	25	25
Hispanic	33.3	38	38
Asian			
American Indian			
English Language Learners (ELLs)	0	50	50
Students with Disabilities (SWDs)	0	25	25
Economically Disadvantaged	39.3	45	45

**FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Mathematics**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS - High School Mathematics**

Students Making Learning Gains (EOC and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
12	20	20

**ANNUAL MEASURABLE OBJECTIVES (AMOs) - High School Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	13	20	20
Black/African American	2	10	10
Hispanic	2	10	10
Asian			
American Indian			
English Language Learners (ELLs)	0	100	100
Students with Disabilities (SWDs)	0	25	25
Economically Disadvantaged	12	30	30

**POSTSECONDARY READINESS - High School Mathematics**

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	65	65

**MIDDLE SCHOOL ACCELERATION**

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45	55	55

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	50	50



**ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.9	25	25

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5.7	10	10

**GEOMETRY END-OF-COURSE ASSESSMENT (EOC)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34.8	40	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4.3	10	10

If you have a goal to support your mathematics targets, provide the following information for that goal.

**MATHEMATICS GOAL**

What is your school's mathematics goal? Provide a description of the goal below.

1. To increase the percentage of students achieving high mathematical standards as measured in Florida Standards Assessment Exams (level 3+).
2. To decrease the percentage of students in the lowest 25% by increasing learning gains on the 2015 Florida Standards Exams.

Provide possible data sources to measure your mathematics goal.

1. Performance matters assessments
2. Portfolio assessment results
3. Florida end of course exams

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
1. Math night	Students and learning coaches will be invited to participate in math night 1 time per semester to increase awareness of required mathematical skills. Learning coaches will be provided opportunities to meet individually with teachers during math night to receive concrete strategies to assist the student while working at home. (All grade levels).
Action 2	Plan to Implement Action 2
2. Professional development	Teachers of mathematics will participate in district-wide training opportunities for mathematics. (All grade levels).
Action 3	Plan to Implement Action 3
3. Think Through Math	Level 1 and 2 middle school students will participate in Think Through Math curriculum throughout the school year.
Action 4	Plan to Implement Action 4
4. Go Math	Elementary students will use the Go Math 2015 curriculum to differentiate instruction based on student needs and proficiency.

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section D****Area 4: Science****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Science**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20.6	25	25

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
8	23.5	23.5

**FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Science**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Science**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46.7	67	70

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
13.3	30	35

If you have a goal to support your science targets, provide the following information for that goal.

**SCIENCE GOAL**

What is your school's science goal? Provide a description of the goal below.

- To increase the percentage of students achieving high science standards as measured in Florida Standards Assessment Exams (level 3+).
- To decrease the percentage of students in the lowest 25% by increasing learning gains on the 2015 Florida Standards Exams.

Provide possible data sources to measure your science goal.

- Performance matters assessments
- Portfolio assessment results
- Florida end of course exams

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
1. Science night	Students and learning coaches will be invited to participate in science night 1 time per semester to increase awareness of required science skills. Learning coaches will be provided opportunities to meet individually with teachers during science night to receive concrete strategies to assist the student while working at home. (All grade levels).
Action 2	Plan to Implement Action 2
2. Professional development	Teachers of science will participate in district-wide training opportunities for science. (All grade levels).
Action 3	Plan to Implement Action 3
3. Science Fusion	Elementary and middle school students will use the Science Fusion digital edition to increase interest and focus in science content.
Action 4	Plan to Implement Action 4
4. Content reading strategies	Students will be instructed in a variety of concrete content area reading and close reading strategies to increase the ability to construct meaning from nonfiction text. (All grade levels).

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**  
**Section E** **Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students  
*(i.e., robotics competitions, field trips, science fairs)*

2014-15 Status (%)	2015-16 Target (#)

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

*The following data shall be considered only if your school has high school grade levels.*

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for Students Enrolled in Accelerated STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

**STEM GOAL**

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section F Area 6: Career and Technical Education (CTE)**

*The following data shall be considered only if your school has middle or high school grade levels.*

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2014-15 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students  
Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE  
Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

**CTE GOAL**

What is your school's CTE goal? Provide a description of the goal below.

Provide possible data sources to measure your CTE goal.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section G****Area 7: Social Studies****CIVICS END-OF-COURSE ASSESSMENT (EOC)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	68	70

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	50	55

**U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.6	70	75

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31	27	30

If you have a goal to support your social studies targets, provide the following information for that goal.

**SOCIAL STUDIES GOAL**

What is your school's social studies goal? Provide a description of the goal below.

- To increase the percentage of students achieving high social studies standards as measured in End of Course Exams (level 3+).
- To decrease the percentage of students in the lowest 25% by increasing learning gains on the 2015 End of Course Exams.

Provide possible data sources to measure your social studies goal.

- Performance matters assessments
- Florida end of course exams

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Development	Teachers of social studies will participate in district-wide training opportunities for social studies. (All grade levels).
Action 2	Plan to Implement Action 2
Content Reading Strategies	Students will be instructed in a variety of concrete content area reading and close reading strategies to increase the ability to construct meaning from nonfiction text. (All grade levels).
Action 3	Plan to Implement Action 3
Face to Face Opportunities	Students of all grade levels will be provided weekly opportunities for face to face social studies instruction with a teacher.
Action 4	Plan to Implement Action 4

Incorporate DBQs	Students will write DBQs to incorporate historical thinking with reading and writing at all levels.
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<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section H</b>	<b>Area 8: Early Warning Systems</b>
<b>ATTENDANCE</b>	

*Leave fields blank for grade levels not taught at your school.*

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 11			
Grade 12			

**SUSPENSIONS**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			



	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12			

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

**RETENTIONS**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	5	0	0
Grade 7	0	0	0
Grade 8	0	16	5
Grade 9	9.5	10	5
Grade 10	31.5	6	5
Grade 11	25	14	5
Grade 12	22.7	9	5

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	62.5	11	5
Grade 4	67	n/a	25
Grade 5	67	n/a	25
Grade 6	21	n/a	5
Grade 7	33	n/a	10
Grade 8	20.6	n/a	10
Grade 9	19	n/a	10
Grade 10	36.8	n/a	25
Grade 11	14	n/a	5
Grade 12	4.5	n/a	5

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	11	10	5

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	6	5	0
Grade 8	10	10	5
Grade 9	24	20	15
Grade 10	32	25	20
Grade 11	32	30	20
Grade 12	5	5	0

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24	20	10

**MULTIPLE EARLY WARNING INDICATORS**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

**DROPOUT PREVENTION**

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section I****Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		
				Add Target	Delete Target
Increase the achievement of Black students that are scoring at 3 and above on state standardized reading test and 3.5 and above on state standardized writing assessment.	25	35	40		
Increase the number of successful completions for Black students in online courses at Pinellas Virtual School.	25	60	70		

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section J** **Area 10: Family and Community Involvement**

*Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Pinellas Virtual School is working to engage parents by holding face to face orientations, beginning a PTA and a SAC. Teachers also reach out a minimum of once per month by phone to speak to parents. All parents are encouraged to monitor their students progress in parent portal. We also hold face to face conference with parents, teachers, and students.

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Pinellas Virtual is starting a PTA and a SAC.. Parents are all encouraged to use parent portal to monitor progress. We hold face to face conferences and set up success plans when necessary for students. Instructors call parents and students a minimum of once per month.

**LEARNING ABOUT LOCAL COMMUNITY** - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Monthly staff members are meeting with our community and building relationships with families to help increase student success.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section K** **Area 11: Additional Targets**

*This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.*

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**PART III** **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	Attending District Wide Training Days in Appropriate Content Areas
Related Goal(s)	Reading, Writing, Science and Math
Topic, Focus, and Content	Teachers will be exposed to the latest developments in relation to their content area as well as learn best practices in their content area.
Facilitator or Leader	Various district level trainers
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Professional Development Days throughout the school year - specifically August and February
Strategies for Follow-Up and Monitoring	Review of learning from sessions through discussions of Deliberate Practice Plan.
Person Responsible for Monitoring	Administrator

**PART IV** **COORDINATION AND INTEGRATION**

**FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS** - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

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

Per state statute students are able to apply for a technology hardship based on their qualifying for free or reduced lunch. The district then provides the family with a computer for students to complete their online school work. We also reserve the district computer lab at the administration building one night per week to work in a face-to-face environment with students requesting additional help in a different instructional setting than is normally provided.

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	
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Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

**PART VI** **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

# 8-Step Planning and Problem-Solving Process

