WELCOME TO
change

School Improvement Plan
2016-17

Pinellas Virtual School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Mandy Perry	SAC Chair:	

School Vision	100% Student Success

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
144	0	8	16	3	73	0

School Grade	2016: C	2015: C	2014: C	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	61	65	39	30	66	64	71	68		50	0	0
Learning Gains All	-4	27	-9	22								
Learning Gains L25%		11		44								

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Mandy	Perry	FT	1-3 years
Asst Principal				
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Other (specify) click here				
Other (specify)				
Total Instructional Staff: 12		Total Support Staff: 2		

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> PVS behavioral system addresses student absences and truancy.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

> PVS addresses issues such as Cyberbullying and expectations during Live Lessons to ensure that students are displaying appropriate behavior in our virtual classroom settings.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> Student absences and truancy are addressed through Child Study Team. PVS teachers work with students in face-to-face sessions to assist in eliminating any barriers to the virtual education.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

> PVS provides supports through Child Study Team, Reading for College Success courses, Intensive course offerings, ESE accommodations and services, and ESOL services.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

> PVS monitors student progress through the School Dashboard (Performance Matters), IEPs for students who are eligible, and through monthly calls to all students and parents to gauge and discuss academic progress.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

> School leadership ensures that all staff members have high expectations for success of all students through monthly staff meetings, quarterly observations, use of mentors, creation and monitoring of student success plans, and spot checks in Canvas to determine that courses align with standards, district expectations, and accreditation requirements.

⬡ **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Increase rate of completion from 65% to 75%	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Student support meetings, Orientation, Live Lessons, Monthly Calls	M. Perry

Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Increase successful ESE student completions from 50% to 55%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Student support meetings, Success Plans, Study Skills instruction	M. Perry

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

> Increase in test score data: Biology EOC, 8th Grade Science; US History EOC, ACT/SAT; increase in completion rates; SAT10; Performance Matters, based on aligning instruction to state standards and modified to meet student needs and standard adjustments.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

> Areas for improvement include Math FSA and math EOCs test scores, determined by review of test score data, ACT/SAT/Completion rates, SAT10, and Performance Matters.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

> Teachers/staff will analyze and discuss, through PLCs and staff meetings, student state assessment data (state testing, Benchmark assessments, Performance Matters, etc) and learning gains; we will use this information while planning instruction and include it on individual professional development plans.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

> PVS supports student transitioning from one school level to the next through orientations and teacher looping.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Live Lessons	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Recorded and used for observations and feedback	M. Perry
Instructional Strategy 2	
Student Support Sessions	

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Observations and Feedback	M. Perry
Instructional Strategy 3	
Monthly Calls	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Calls logged with detailed comments in SIS	M. Perry

Collaboration for Professional Growth

Connections:	District Strategic Plan	●Goals 1,2,4,5
	Marzano Leadership	●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

> Continue to encourage sharing of BEST practices among staff through PLCs and monthly meetings to gather/disseminate information; encourage collaboration and cross-curricular planning; PDSA of procedures to best serve student needs.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

> Online meetings are held twice per month on a schedule set by the teachers. Student data is shared through administration and guidance offices in order for teachers to review and collaborate.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

> Areas of Professional Development include: Canvas training, ESE book study, EduCannon, Adobe, FLDVIPN Symposium, and District-wide Training by subject area. Evidence includes a decrease in inquiries regarding the use of Canvas. Next steps include offering more Canvas training and increasing Professional Development to ensure PVS teachers have unity in work processes.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?

Marzano	Pre-School	All Staff	Understanding of Expectations
Canvas home page appearance	Pre-School	All Staff	Consistency of product
FOCUS logging	Pre-School	All Staff	Adherence to statute, Student Assistance
Best Practices	Throughout 16-17sy	All Staff	Student achievement

Family and Community Engagement

Connections: **District Strategic Plan** ●**Goals 1,3,6,7**
Marzano Leadership ●**Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

PVS builds relationships through face-to-face and online orientations, social events for students, and field trips. PVS plans to increase these opportunities based on feedback from the SAC team.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

PVS supports families through orientations, SAC, Canvas Observer Accounts, and a parent network.

Family Engagement / Planning Inventory
Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☐	☐	☒
Families who regularly log onto PORTAL to check student grades / progress	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☐	☒	☐

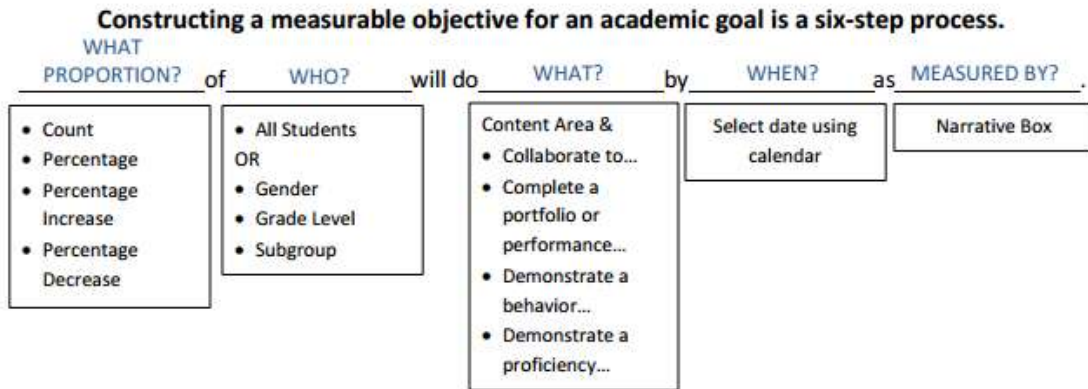|				
Families who regularly visit the campus for meetings, conferences or school events	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

⬡ Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?

Goal: Increase by 10% the number of families involved with our school events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Use recently-developed SAC team to assist with and communicate events.	M. Perry

Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?

Goal: Increase community events to 4 per semester.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Involve staff in planning content-related field trips & activities.	M. Perry

⬡ Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…	Select date using calendar	Narrative Box

Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	**Goal Manager:** M. Perry
Increase students' ability to utilize multiple text resources and graphic organizers to improve comprehension within reading application.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Increase DBQs. Remove the barrier of students' lack of experience with multiple texts to produce graphic organizers that increase comprehension within reading application.	Increase in reading scores and US History EOC scores.

Mathematics Goal	**Goal Manager:** M. Perry
Increase students' ability to recognize and use multiple representations of linear equations, functions and inequalities.	

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Guided practice in using error analysis to solve higher order word problems containing functions, linear equations, and inequalities	Common assessments, district made final exams and FSA Mathematics results
Pull-out remediation to improve skills for solving functions, linear equations and inequalities. Provide pre-testing to determine areas of need and supplement instruction.	Students will successfully demonstrate progress on mastery of skills on common teacher-made assessments, final exams provided by the district and the Florida Standard Assessment.

Science Goal	**Goal Manager:** M. Perry
Increase student opportunities for hands-on learning of science topics.	

Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Integrate more reading into 5th grade science preparation, provide more student support sessions with hands-on activities.	FSA results

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: US History	**Goal Manager:** M. Perry
Increase US History EOC pass rate from 62% to 72%.	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
EOC Review; Administer 3 cycles of Performance Matters; Analyze data in PLCs; Provide face-to-face student support sessions on low-scoring US History EOC topics.	Increase in EOC scores and Performance Matters Assessment.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

Goal Name:	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

⬢ Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager:
No goal needed due to low % of students in this category.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success

Subgroup Goal (ELL)	Goal Manager:
No goal needed due to low % of students in this category.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager:
No goal needed due to low % of students in this category.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 3rd	Grade 6th	Grade 7th	Grade 8th	Grade 10th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	0	1	0	2	2	5	6
Students with attendance below 90 %	0	1	0	1	3	5	7
Students with excessive referrals**	0	0	0	0	0	0	0
Students with excessive course failures**	0	1	0	1	5 (all HS)	7	<1
Students exhibiting two or more indicators	0	1	0	0	4 (all HS)	5	<1

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
By the end of the 16-17 school year, PVS will achieve and maintain 90% student attendance school wide.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Child Study Team, Teacher/Parent phone calls, proper attendance/call logging, student incentive for reaching attendance goals.	Attendance data in FOCUS

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
By the end of the 16-17 school year, PVS will achieve 100% completion of monthly student/parent phone calls with teachers.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
This goal will be reached by making parents and students aware of the expectation and including a monthly phone call in the Canvas module assignment list.	Contact log in FOCUS

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
N/A	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
N/A	N/A

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Intervention programs include face-to-face weekly help sessions with teachers, personal intervention through teacher/student contact, parent conferences, school counselor credit checks, and social worker home visits.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal
Goal: By the end of the 16-17 school year, PVS will increase student services sessions by 50%.

Actions / Activities in Support of Goal	Evidence to Measure Success
Create inviting home base space for students to meet with teachers.	Track attendance at help sessions.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	12	% with advanced degrees	81
% receiving effective rating or higher	93	% first-year teachers	0%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	19
% certified in-field**	100%	% with 6-14 years of experience	38
% ESOL endorsed	95%?	% with 15 or more years of experience	38

*as defined in 20 U.S.C. 7801 (23). ******as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

Principal and teachers provide support to staff, new teacher mentor program, Principal Advisory Committee meetings, and open-door policy.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Bryan	Higel	White	Parent
Emma	Kozak	Hispanic	Student
Sherif	Ali	White	Business/Community
Beth	Irving	White	Parent
Angela	Davis	Black	Support Employee
Marcia	Hall	Hispanic	Teacher
Pat	Thomas	White	Teacher
Lori	Duncan	White	Teacher
Mandy	Perry	White	Principal
Nakia	King	Multi	Student

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No (Describe the measures being taken to meet compliance below.)
The PVS SAC team was formed during the 15-16 school year to prepare for compliance by start of the 16-17 school year.	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes ☐ No	Committee Approval Date: 9/9/2016

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☐ Yes ☒ No	Chairperson:

State Days / Intervals that Team meets below.

Budget / 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.

PVS has not received school improvement funds.

If school improvement funds were received, hiring a math coach would be priority.

Additional Information:

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%
52	PINELLAS	7023	PINELLAS VIRTUAL K-12	63	56	50	40	45	60

Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2014-15	College and Career Acceleration 2014-15	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested
67	76	47	0		504	10	50	98

Percent Tested	Preliminary Grade 2016	Informational Baseline Grade 2015	Was the collocated rule used?	Collocated School Number	Charter School	Title 1	Alternative/ESE Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region
98	C	C	N		NO	NO	N	04	26	17	4

Early Warning Indicator Data for K-12 (Number of students by grade level)	Grade K	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade 6th	Grade 7th	Grade 8th	Grade 9th	Grade 10th	Grade 11th	Grade 12th
Students scoring at FSA Level 1 (ELA)	N/A	N/A	N/A	0	0	2	1	0	2	1	2	N/A	N/A
Students with attendance below 90 %	0	0	0	0	0	1	1	0	1	3	3	2	4
Students with excessive referrals**	0	0	0	0	0	0	0	0	0	0	0	0	0
Students with excessive course failures**	0	0	0	0	0	0	1	0	1	0	0	3	2
Students exhibiting two or more indicators	0	0	0	0	0	0	1	0	0	2	0	1	1