Pinellas County Schools

PINELLAS VIRTUAL FRANCHISE

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the 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.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Perry, Mandy

perrym@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal provides instructional leadership for the planning, management, operation, and evaluation of Pinellas Virtual School. In a fully virtual environment, the Principal collaborates with teachers to ensure each student successfully completes their instructional program, while building meaningful relationships with families, support staff, and community partners.

The Principal leads the school’s improvement efforts through a strong focus on data-driven decision-making, instructional alignment, and targeted intervention strategies, particularly in areas identified as needing growth (e.g., middle school engagement, Civics proficiency, and 9th grade ELA readiness).

The Principal is responsible for ensuring high-quality instruction across all subject areas, with an emphasis on closing achievement gaps and sustaining recent academic gains in Science and Algebra.

The Principal manages school operations and Human Resources with a focus on supporting staff professional growth, ensuring high-impact virtual teaching practices, and utilizing Early Warning System (EWS) indicators to monitor and respond to student needs in real-time. The Principal also ensures implementation of schoolwide initiatives that foster academic achievement, personal development, and equitable access to learning opportunities for all students.

Leadership Team Member #2

Employee's Name
Pascual, Marcia

pascualm@pcsb.org

Position Title
Teacher, K-12 - Testing Coordinator

Job Duties and Responsibilities

The Testing Coordinator serves as a key team leader responsible for overseeing all aspects of test administration, training, and data monitoring at Pinellas Virtual School. This role includes coordinating statewide assessments, progress monitoring tools, and diagnostic testing to ensure compliance with district and state requirements.

In addition to managing logistics and security of testing, the Testing Coordinator provides instructional coaching related to assessment data, supports teachers in interpreting student performance trends, and facilitates training sessions to ensure staff are well-prepared to administer assessments with fidelity.

The Testing Coordinator plays a critical role in the school improvement process by tracking performance data across all grade levels and subject areas, identifying students in need of academic intervention, and collaborating with school leadership to align assessment outcomes with instructional planning and MTSS supports.

Leadership Team Member #3

Employee's Name
O'Keefe, Timothy

okeefet@pcsb.org

Position Title
Teacher, 6-12 - Technology Coordinator

Job Duties and Responsibilities

The Technology Coordinator ensures the effective integration and operation of digital tools and platforms that support teaching, learning, assessment, and communication at Pinellas Virtual School. This role includes maintaining the virtual learning infrastructure, managing student and staff access to key systems, and troubleshooting technical issues to minimize instructional disruptions.

The Technology Coordinator works collaboratively with teachers and support staff to ensure all digital tools are aligned with curriculum goals and used effectively to enhance student engagement and achievement. In support of the school improvement plan, the Technology Coordinator also provides training on emerging instructional technologies, supports implementation of new tools designed to increase student interaction and progress tracking, and ensures equitable access to learning for all students.

Additionally, the Technology Coordinator plays a critical role in supporting state testing logistics, data security, and technology readiness for both synchronous and asynchronous instruction. By proactively addressing technology barriers and identifying opportunities for innovation, the Technology Coordinator helps drive continuous improvement in the virtual learning environment.

Leadership Team Member #4

Employee's Name
Stradling, Lori

stradlingl@pcsb.org

Position Title
Teacher, K-12, VE Specialist

Job Duties and Responsibilities

The VE Specialist supports the academic success and access to instruction for students with disabilities enrolled in Pinellas Virtual School. This role ensures that Individual Education Plans (IEPs) are implemented with fidelity and that students receive the appropriate accommodations, modifications, and services in the virtual environment.

The VE Specialist collaborates with general education teachers, parents, and service providers to deliver specially designed instruction and to support inclusive practices across all subject areas. The VE Specialist also plays a key role in data-driven decision-making by monitoring student progress, contributing to MTSS discussions, and participating in intervention planning to close achievement

gaps among students with disabilities.

In alignment with the school improvement plan, the VE Specialist helps facilitate compliance with IDEA and district policies, supports professional development related to exceptional student education, and ensures all staff are equipped to meet the diverse needs of learners in a fully virtual setting. The VE Specialist also contributes to building a culture of equity and support for all students by advocating for inclusive, accessible, and personalized learning strategies.

Leadership Team Member #5

Employee's Name
Hamrich, Cara

hamrichc@pcsb.org

Position Title
Teacher, K-12 - ESE Teacher

Job Duties and Responsibilities

The ESE Teacher provides specially designed instruction and support to students with disabilities enrolled in Pinellas Virtual School. In a fully online environment, the ESE Teacher ensures that students receive services aligned with their Individual Education Plans (IEPs), while also promoting access to the general education curriculum and fostering academic success.

The ESE Teacher collaborates closely with general education teachers, the VE Specialist, school counselors, and families to develop and implement effective instructional strategies and accommodations. They participate in IEP meetings, support progress monitoring, and help identify students who may benefit from additional interventions within the MTSS framework.

Aligned with the school improvement plan, the ESE Teacher plays a critical role in closing achievement gaps for students with disabilities, particularly in areas like math proficiency, 9th grade ELA readiness, and middle school engagement. The ESE Teacher also supports professional development by sharing best practices for differentiated instruction, accessibility, and inclusive learning in a virtual context.

Leadership Team Member #6

Employee's Name
Irizarry, Evelyn

irizarrye@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

The School Counselor supports the academic, social-emotional, and college/career development of all students at Pinellas Virtual School. In a virtual setting, the counselor plays a critical role in fostering student well-being, promoting engagement, and removing barriers to learning through proactive outreach, individualized support, and collaboration with families and staff.

The School Counselor monitors Early Warning System (EWS) indicators—such as attendance, academic performance, and engagement—to identify students who may be at risk and coordinates appropriate Tier 2 and Tier 3 interventions. This includes supporting students during critical transition points, such as entering middle or high school, with a particular focus on 9th grade readiness and middle school motivation.

Aligned with the school improvement plan, the School Counselor contributes to increased student achievement by facilitating SEL initiatives, supporting test preparation efforts, participating in MTSS meetings, and assisting with graduation planning. The counselor also provides mental health referrals, crisis response, and access to community resources to ensure a safe and supportive virtual learning environment for all students.

Leadership Team Member #7

Employee's Name
Meloy, Carlene

meloyc@pcsb.org

Position Title
Instructional Staff Developer

Job Duties and Responsibilities

The Instructional Staff Developer provides leadership in the design, delivery, and continuous improvement of high-quality instruction at Pinellas Virtual School. This role supports teachers through professional development, instructional coaching, and curriculum planning, with an emphasis on virtual best practices and student-centered learning.

The Staff Developer plays a key role in building instructional capacity across all grade levels and content areas, ensuring that teaching strategies are aligned to Florida Standards, digital learning expectations, and the school’s improvement goals. This includes modeling effective synchronous and asynchronous instruction, facilitating collaborative planning, and leading data analysis sessions that inform differentiated instruction.

In direct support of the school improvement plan, the Instructional Staff Developer focuses on strengthening middle school engagement, 9th grade readiness, and Civics performance, while also sustaining gains in Science and Math. They work closely with teachers to implement intervention strategies, integrate instructional technology, and ensure consistent monitoring of student progress—especially for students flagged by Early Warning System (EWS) indicators.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The 2025–2026 School Improvement Plan for Pinellas Virtual School was developed through a collaborative process involving input from school leaders, teachers, support staff, families, students, and community partners.

The School Leadership Team analyzed performance data and Early Warning System (EWS) trends to guide priorities. Teachers and staff shared feedback during planning meetings and PLCs, helping identify key instructional needs. Students in grades 6–12 completed surveys and participated in virtual forums, highlighting areas for increased support—particularly in 9th grade ELA and Civics. Parents and families engaged through virtual town halls and surveys, shaping improvements in pacing tools, communication, and live lesson expectations.

Community and business leaders offered input on post-secondary readiness and technology access. Stakeholder feedback directly influenced the plan’s focus on:

- Strengthening middle school engagement
- Supporting 9th grade transition and success
- Addressing performance gaps in Civics and Math
- Expanding professional development for virtual teaching
- Enhancing parent and student support systems

This inclusive approach ensures our School Improvement Plan reflects the voices and needs of our full virtual school community.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The 2025–2026 School Improvement Plan will be regularly monitored to ensure effective implementation and measurable progress toward student achievement goals, particularly for students with the greatest academic gaps.

Monitoring for Implementation and Impact
Pinellas Virtual School will use a continuous improvement cycle to monitor the SIP, including:

- Quarterly data reviews by the School Leadership Team to assess progress on identified goals using assessment data, Early Warning System (EWS) indicators, and student engagement metrics.
- Monthly instructional data checks during PLCs and staff meetings to monitor formative assessments, course completion rates, and performance of Tier 2 and Tier 3 students.
- Disaggregated data analysis to track the progress of students with disabilities, English language learners, and those in the lowest quartile, ensuring a focus on closing achievement gaps—especially in Civics, Math, and 9th grade ELA.
- Administrative walkthroughs and virtual observation tools to ensure fidelity of instructional strategies and alignment with SIP action steps.
- MTSS meetings to review interventions and adjust student supports based on ongoing progress monitoring.

Stakeholder Involvement in Revisions
To ensure responsiveness and transparency, the plan will be reviewed and revised with input from all stakeholder groups, including:

- Parents and families, via mid-year and end-of-year surveys
- Students, especially in secondary grades, through check-in surveys and leadership groups
- Teachers and staff, through structured feedback during staff meetings and PLCs
- Community partners, by soliciting feedback on how the school can better prepare students for future success

Feedback will be reviewed at least twice annually (mid-year and end-of-year) to assess whether adjustments are needed. Revisions may include modifying action steps, reallocating resources, or intensifying interventions to ensure students continue making progress toward state academic

standards.

This collaborative and data-informed process ensures that the SIP remains a living document, responsive to student needs and grounded in equitable, results-driven strategies.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **KG-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**2.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: B** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	2	1	4	2	4	10	9	4	15	51
Absent 10% or more school days	0	0	1	1	0	1	1	0	0	4
One or more suspensions	0	0	0	0	0	1	0	0	1	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide Math assessment	0	0	0	0	0	3	0	1	3	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0							0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0						0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	1	0	0	0	1

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							1	4	4	9
One or more suspensions								1		1
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment								1	1	2
Level 1 on statewide Math assessment					1	2	1	3	2	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								1		1

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times									1	1

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	18	10	17	17	62
Absent 10% or more school days	1	3	4	2	10
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	1	1
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	1	2	0	0	3
Level 1 on statewide Algebra assessment	1	0	4	0	5

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	0	3	1	4

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	80	62	61	69	59	58	72	55	53
Grade 3 ELA Achievement		68	62	75	64	59	50	63	56
ELA Learning Gains	65	59	61	57	60	59			
ELA Lowest 25th Percentile	58	52	55	62	53	54			
Math Achievement*	69	66	62	60	62	59	61	61	55
Math Learning Gains	56	63	60	55	59	61			
Math Lowest 25th Percentile	50	55	53	50	51	56			
Science Achievement	76	59	57	63	54	54	76	52	52
Social Studies Achievement*	83	72	74	78	71	72	74	69	68
Graduation Rate	95	40	72	86	31	71	86	44	74
Middle School Acceleration	57	83	75	64	74	71	26	69	70
College and Career Acceleration	41	19	56	61	20	54	36	17	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		59	61		53	59		56	55

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	730
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	95%

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
66%	65%	60%	55%	56%		66%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	2	
Hispanic Students	71%	No		
Multiracial Students	77%	No		
White Students	69%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	80%		65%	58%	69%	56%	50%	76%	83%	57%	95%	41%	
Students With Disabilities	27%		36%		33%	58%							
Hispanic Students	89%		81%		65%	47%							
Multiracial Students	100%		75%		69%	64%							
White Students	73%		61%	50%	73%	60%		82%	84%		97%	42%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	69%	75%	57%	62%	60%	55%	50%	63%	78%	64%	86%	61%	
Students With Disabilities	29%		50%		25%	27%							
Black/African American Students	53%		47%		37%	54%							
Hispanic Students	80%		55%		78%	58%							
Multiracial Students	86%		58%		69%								
White Students	68%		61%	59%	60%	53%	36%	62%	79%	60%	94%	59%	
Economically Disadvantaged Students	67%		47%		55%	57%					78%	71%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	72%	50%			61%			76%	74%	26%	86%	36%	
Students With Disabilities	50%				32%			50%			89%	31%	
Black/African American Students	78%				53%			60%					
Hispanic Students	77%				68%			93%					
Multiracial Students	76%				82%								
White Students	67%				55%			78%	65%	38%	86%	31%	
Economically Disadvantaged Students	66%				59%			60%			73%	28%	

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	87%	59%	28%	58%	29%
ELA	7	65%	59%	6%	57%	8%
ELA	8	84%	59%	25%	55%	29%
Math	7	42%	33%	9%	50%	-8%
Math	8	76%	64%	12%	57%	19%
Science	8	74%	58%	16%	49%	25%
Civics		68%	78%	-10%	71%	-3%
Biology		80%	69%	11%	71%	9%
Algebra		77%	59%	18%	54%	23%
Geometry		58%	53%	5%	54%	4%
History		100%	72%	28%	71%	29%
ELA	3	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
ELA	4	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
ELA	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
ELA	6	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
ELA	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	3	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	4	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	6	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Science	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Science demonstrated the greatest year-over-year improvement, with the average pass rate increasing from 59.7% in 2023–24 to 77.3% in 2024–25—a gain of nearly 18 percentage points. These gains were consistent across all tested grade levels, with Grade 5 Science showing the most dramatic increase (+28%). New actions contributing to this improvement included the expansion of synchronous science instruction, the integration of interactive virtual labs, structured test preparation sessions, and stronger alignment between curriculum and assessment standards. These efforts created a more engaging and supportive science learning environment for virtual students.

Lowest Performance

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

Among all subject areas, Math had the lowest overall pass rate in 2024–25 at 70.8%, despite improving from 57.0% the prior year. This indicates significant progress but also highlights ongoing challenges. Contributing factors include persistent foundational skill gaps, the complexities of delivering math instruction in a virtual setting, and lower performance consistency across grade levels. Targeted actions are needed to sustain progress in Algebra and elementary math while strengthening support in middle school math and Geometry. Interventions will include increased synchronous modeling, small-group instruction, and additional math support tools to build confidence and mastery.

Greatest Decline

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

The only content area to show a decline from the prior year was Civics, which dropped from a 75% pass rate in 2023–24 to 68% in 2024–25. While Social Studies as a whole improved due to gains in U.S. History, the Civics decline indicates a need for closer attention to curriculum delivery and student engagement strategies in middle grades. Contributing factors may include decreased attendance in synchronous instruction, lower student motivation at the middle level, and instructional inconsistencies. Planned next steps will include enhanced live Civics sessions, vocabulary-building

strategies, and a review of pacing and support materials.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When comparing 2024–25 performance to the Florida state averages, Civics was the only subject in which our school underperformed, with a pass rate of 68% versus the state average of 71%. While the gap is modest, it highlights a need for improved engagement, instructional alignment, and assessment preparation in this content area. Contributing factors may include the challenges of teaching Civics content virtually to middle-grade students, inconsistent pacing, and differences in instructional delivery compared to U.S. History. Future actions will include enhanced live Civics instruction, a review of benchmark alignment, and targeted student support strategies to close this gap.

EWS Areas of Concern

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

Reflecting on our Early Warning System (EWS) data, two potential areas of concern emerged: middle school engagement (particularly in Grade 7) and 9th grade performance.

In middle school, low engagement indicators—such as missed synchronous learning sessions, late assignments, inconsistent logins, and flat or declining test scores—suggest a need for stronger attendance monitoring and motivational strategies.

In 9th grade, declining ELA scores and early signs of academic struggle point to a need for targeted support as students transition into high school-level expectations. These trends will guide our development of intervention strategies, including increased mentoring, structured check-ins, and family engagement efforts.

Highest Priorities

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

1. Strengthen Middle School Engagement & Academic Performance (Grades 6–8)
2. Improve 9th Grade Readiness & Achievement
3. Close the Civics Performance Gap
4. Sustain and Deepen Gains in Science Performance
5. Increase Math Proficiency Across All Grade Bands

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This Area of Focus targets 8th and 10th grade students' ability to analyze how themes and central ideas develop across a text, cite relevant textual evidence, and explain how specific details contribute to those ideas. This skill is foundational to success on state ELA assessments and critical for college and career readiness.

This focus was identified based on 2024–25 assessment data, which showed:

- 8th grade ELA performance increased to 84%, but further growth is needed to maintain gains and close remaining gaps.
- 10th grade ELA performance increased significantly from 69% to 87%, but gaps remain for students in the lowest quartile.

Additionally, text-based writing and analysis remains an area of instructional need across grade levels, with EWS and teacher feedback indicating students struggle to explain how evidence supports their analysis. The focus aligns with standards and supports continued upward performance trends, especially as students transition from middle to high school.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–26 school year:

- 8th grade ELA students will increase proficiency by 8 percentage points, moving from 84% to at least 92%.
- 10th grade ELA students will increase proficiency by 15 percentage points, moving from 87% to at least 95%.
- All students will demonstrate at least 5% growth between each progress monitoring

checkpoint.
- Gains will be tracked across all performance levels, with specific focus on students currently performing at Level 2.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored through:
- Progress Monitoring (PM) Data: PM1 establishes baseline; PM2 will show movement to Level 2 or above for all students; PM3 will reflect growth toward Level 3+.
- Live Lesson Attendance: Weekly tracking of participation, with targeted outreach for students missing instruction.
- Success Session Participation: Monitoring attendance and engagement in small-group or individualized support sessions.
- Writing and Textual Analysis Assignments: Teacher-developed rubrics and internal assessments will be used to measure growth in citing evidence and thematic analysis.

Teachers will meet biweekly in PLCs to review student work samples, identify trends, and adjust instructional strategies accordingly.

Person responsible for monitoring outcome

ELA Instructional Team under the supervision of the Instructional Staff Developer and Principal.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To achieve the measurable outcomes, Pinellas Virtual School will implement the following evidence-based practices: Close Reading Protocols – Students will engage in structured, multi-read approaches to analyze texts, focusing on how themes and central ideas are developed (Evidence Level: Tier I – Strong Evidence). Use of Text-Dependent Questioning and Graphic Organizers – Teachers will utilize evidence-based comprehension strategies to scaffold student analysis and explanation of textual evidence (Tier II – Moderate Evidence). Small Group and Tier 2 Intervention Sessions – Students performing below expectations will receive targeted instructional support using intervention materials aligned with state standards (Tier I–III depending on program selected). Writing to Sources – Weekly writing assignments requiring students to construct evidence-based responses, aligned with the Florida B.E.S.T. Standards (Tier I – Strong Evidence). The effectiveness of interventions will be monitored through rubric-based formative assessments, PM checkpoints, and PLC data reviews, with instructional adjustments made as needed.

Rationale:

The selected evidence-based interventions are grounded in research-proven practices that directly

support the development of reading comprehension, textual analysis, and writing skills aligned with the Florida B.E.S.T. Standards. These interventions were chosen based on the specific instructional needs identified in the data, which show that while overall ELA performance is improving, students—particularly in 8th and 10th grade—require additional support in analyzing how themes and central ideas develop, citing textual evidence, and clearly articulating their reasoning in writing. Close reading protocols, text-dependent questioning, and writing-to-source strategies are all classified as Tier I or II evidence-based practices under ESSA, shown to increase student achievement when implemented with fidelity. These interventions also support differentiation, making them especially effective in a virtual school environment where instructional needs vary widely. Using small-group instruction and success sessions allows teachers to provide targeted, data-informed support for students performing below grade level or needing additional scaffolding. Monitoring tools and teacher collaboration through PLCs ensure interventions remain responsive and aligned to student progress, supporting equitable outcomes and continuous growth across performance levels.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement Close Reading Protocols in Grades 8 & 10

Person Monitoring:
Instructional Staff Developer

By When/Frequency:
Biweekly during ELA PLCs and monthly data chats

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA teachers will implement structured close reading protocols focused on analyzing how themes and central ideas develop in both literary and informational texts. Lessons will include multiple readings, text-dependent questioning, and annotation strategies. Impact will be monitored through student work samples and data collected during formative assessments. The Instructional Staff Developer will observe virtual lessons and facilitate data reviews during PLCs to evaluate effectiveness and guide instructional adjustments.

Action Step #2
Conduct Targeted Small Group Success Sessions

Person Monitoring:
ELA Department

By When/Frequency:
Biweekly; ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide Tier 2 small-group instruction and success sessions for students performing at Level 1 or 2 on progress monitoring assessments. These sessions will reinforce theme and evidence-based analysis through scaffolded practice and feedback. Impact will be measured by tracking student participation, improvement on formative tasks, and movement across performance levels between PM1, PM2, and PM3.

Action Step #3
Increase Writing to Sources Assignments

Person Monitoring:
Principal and ELA Department

By When/Frequency:
Monthly writing assignments

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA teachers will assign monthly evidence-based writing tasks that require students to cite relevant textual evidence and explain how it supports central ideas. Writing will be scored using a standardized rubric aligned to state expectations. Student growth will be tracked across rubrics and compared to PM data to assess writing progress and alignment with standards.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Area of Focus for mathematics instruction targets improvement in conceptual understanding and problem-solving across all grade levels, with particular emphasis on 7th grade and Geometry, which had the lowest overall performance in 2024–25.

- 7th Grade Math declined from 65% (2023–24) to 53% (2024–25).
- Geometry improved only modestly (53% → 58%) and remains a performance concern.
- Although math scores improved overall, with a schoolwide increase from 57% to 70.8%, performance continues to lag behind ELA, Science, and Social Studies, making it the lowest-performing content area.

This focus area affects student learning by addressing critical math gaps that impact graduation readiness, STEM pathways, and overall academic confidence. The need was identified through schoolwide performance data, disaggregated subgroup analysis, and comparative results to state averages.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–26 school year:

- 7th grade math proficiency will increase from 53% to 65%, matching the 2023–24 baseline.
- Geometry proficiency will increase from 58% to 70%.
- Overall schoolwide math proficiency will increase from 70.8% to 78%.

- All students will demonstrate at least 5% growth between each progress monitoring checkpoint (PM1 → PM2 → PM3), with a focus on Level 2 students progressing to Level 3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored using the following methods:

- Progress Monitoring Checkpoints (PM1, PM2, PM3) to track movement across performance levels.
- Weekly assignment and quiz data in the LMS to identify concept gaps early.
- Live lesson attendance and participation reports to flag disengaged students.
- PLC data chats (monthly) to review formative data and adjust instructional strategies.
- Success session participation logs to assess impact of interventions.

Data will be disaggregated by grade level and subgroup (ESE, ELL, lowest 25%) to ensure targeted support.

Person responsible for monitoring outcome

Principal and Instructional Staff Developer, with support from the Testing Coordinator.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Instruction with Guided Practice Teachers will deliver scaffolded lessons that use clear modeling of problem-solving strategies, followed by structured practice with immediate feedback. Example: Modeling proportional reasoning and algebraic thinking in real-world scenarios. Use of Digital Tools for Formative Assessment Teachers will use tech-integrated tools for ongoing formative assessment to identify misconceptions and adjust instruction. Targeted Small Group Instruction and Success Sessions Tier 2 and Tier 3 students will receive targeted intervention in small-group settings focused on prerequisite skills and course-specific standards.

Rationale:

The selected interventions directly address observed gaps in conceptual understanding and application skills. Explicit instruction with guided practice is a high-impact approach proven to increase achievement in math, especially for students struggling with multistep problem solving. Digital formative tools allow teachers to quickly identify and respond to learning gaps—an essential strategy in a virtual learning environment. Small group sessions provide differentiated support that's often needed to close the gap for underperforming students. These interventions also support student confidence, pacing, and teacher feedback—three areas frequently noted in virtual math struggles.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Launch Guided Practice Framework in Core Math Courses

Person Monitoring:	**By When/Frequency:**
Instructional Staff Developer	Biweekly reviews in PLCs; implementation ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will incorporate modeled problem-solving followed by structured student practice during synchronous and asynchronous instruction. Impact monitored via: lesson plan checks, student samples, and observation logs.

Action Step #2
Use Digital Formative Assessment Tools to Drive Instruction

Person Monitoring:	**By When/Frequency:**
Principal	Monthly check-ins; assessment data reviewed biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use digital tools to collect and analyze performance data, adapt lessons, and re-teach as needed. Impact monitored via: data dashboards, student quiz results, and PLC review minutes.

Action Step #3
Expand Success Sessions for Tier 2 & 3 Math Support

Person Monitoring:	**By When/Frequency:**
Testing Coordinator & Instructional Staff Developer	Biweekly sessions; participation monitored monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students scoring Level 1 or 2 on PM assessments will receive targeted support in small-group settings focusing on high-priority math standards. Impact monitored via: session logs, PM movement data, and assignment completion rates.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

The Area of Focus for Science centers on developing a deep understanding of scientific concepts, processes, and the nature of science to empower students to engage meaningfully with the world, solve real-world problems, and make informed decisions. This focus spans elementary through high school and is supported by regular collaboration among the K–12 science team.

Based on 2024–25 performance data:

- Grade 5 Science increased from 50% to 78% (+28%)
- Grade 8 Science increased from 52% to 74% (+22%)
- Biology increased from 77% to 80% (+3%)

While these results reflect strong improvement, continuing to build student engagement, scientific reasoning, and hands-on application is essential to sustain growth and close remaining achievement gaps, particularly for students in the lowest quartile. Teacher feedback emphasized the need for more interactive learning experiences, consistent strategy sharing, and intentional review practices, especially in the months leading up to testing.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–26 school year:

- Grade 5 Science proficiency will increase from 78% to 83%
- Grade 8 Science proficiency will increase from 74% to 80%
- Biology proficiency will increase from 80% to 85%
- Students in the lowest quartile will demonstrate movement to higher performance levels based on internal assessments and state results
- Student growth will be reflected in DBA performance and increased engagement in Live Lessons and labs

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward goals will be monitored through:

- Weekly live lessons with embedded formative checks
- Monthly science team meetings to share strategies and review student engagement data
- In-person labs held three times during the school year with attendance and reflections tracked
- April–May Live Lesson Reviews, focused on test prep and standards review
- DBAs and teacher-developed assessments, reviewed in PLCs to evaluate student learning

and adjust instruction

Engagement will also be tracked through Climate Action participation and assignment completion data.

Person responsible for monitoring outcome
Science Team (with support from the Instructional Staff Developer and Principal)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Inquiry-Based Science Instruction Students engage in questioning, investigation, and data analysis to construct scientific understanding—enhancing critical thinking and knowledge retention. Hands-On and Virtual Lab Experiences Students participate in in-person labs (3x/year) and virtual simulations that allow them to apply scientific concepts in practical, observable ways. Collaborative Lesson Design and Strategy Sharing K–12 science teachers meet monthly to co-design lessons, share student engagement strategies, and align instruction to standards and assessment trends.

Rationale:
These interventions directly support the goal of helping students internalize scientific thinking and apply concepts to real-world situations. Inquiry-based instruction and lab experiences promote deeper learning, engagement, and performance on state science assessments. The use of collaborative planning ensures consistent delivery of high-impact instructional strategies across grade levels. Teacher feedback emphasized that students become more confident and curious when lessons are interactive and grounded in real-world science. The success of hands-on and review-based lessons in 2024–25 supports expanding this approach further.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Facilitate Monthly Science Strategy Meetings

Person Monitoring:	**By When/Frequency:**
Instructional Staff Developer	Monthly, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
K–12 science teachers will meet monthly to share instructional strategies, review student engagement data, and align pacing. Attendance and strategy logs will be kept and reviewed during quarterly leadership meetings.

Action Step #2
Implement and Track In-Person and Virtual Labs

Person Monitoring:
Science Team

By When/Frequency:
3 in-person labs per year; ongoing virtual labs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be invited to attend in-person science labs and complete related assignments or reflections. Lab participation and resulting assessments will be tracked to measure learning outcomes and student engagement.

Action Step #3
Deliver Weekly Live Lessons with Spring Test Review Focus

Person Monitoring:
Science Teachers; oversight by Principal

By When/Frequency:
Weekly; intensified April–May

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Live Lessons will include embedded reviews of tested standards and real-world science applications. Student attendance and performance on related assessments (quizzes, DBAs) will be tracked to measure impact.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Area of Focus for Social Studies centers on increasing proficiency in Civics and maintaining high performance in U.S. History by emphasizing the integration of primary and secondary source analysis, structured review, and alignment with ELA literacy skills.

In 2024–25:

- Civics proficiency declined from 75% to 68%, falling below the state average (71%)—the only subject area to do so.
- U.S. History proficiency improved from 79% to 100%, representing a major instructional success.

This focus was identified as a priority based on:

- The performance decline in Civics compared to the prior year.
- The need to sustain excellence in U.S. History.
- Teacher input highlighting the need for consistent use of document analysis, structured EOC

review, and alignment with text-based questioning strategies.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–26 school year:

- Civics proficiency will increase from 68% to 75%, regaining and slightly surpassing the previous performance level.
- U.S. History proficiency will remain at 100%, sustaining the gains made in 2024–25.
- All students will show progress between progress monitoring benchmarks (PM1 → PM3), with emphasis on improvement among Level 2 Civics students.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored through:

- Weekly document analysis activities using primary and secondary sources, with integration of ELA-aligned questioning (e.g., claim, evidence, reasoning).
- Monthly module-based EOC reviews, aligned to the Civics and U.S. History benchmarks.
- Progress Monitoring mini-assessments (15–20 questions) administered at least three times per year to track standards mastery.
- Student writing and response accuracy, especially when citing evidence from documents and applying historical reasoning.

Results will be reviewed in monthly department meetings, and instructional strategies will be adjusted based on formative data and PM results.

Person responsible for monitoring outcome

Social Studies Teachers, supported by the Instructional Staff Developer and Testing Coordinator

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Disciplinary Literacy Strategies (Reading and Analyzing Historical Texts) Students engage with primary and secondary source materials using structured prompts that support claim-evidence reasoning and content analysis. Spiraled Review and Retrieval Practice Teachers implement monthly EOC review modules and frequent retrieval-based practice, helping students retain key content and terminology over time. Progress Monitoring with Targeted Feedback Students complete regular low-stakes assessments modeled after EOC-style items, with immediate teacher feedback and follow-up

reteaching as needed.

Rationale:
These interventions support both content mastery and cross-curricular literacy. The use of disciplinary literacy strategies in Civics and U.S. History helps students analyze sources, construct arguments, and build deep understanding—skills aligned to both Social Studies and ELA standards. Spiraled reviews and frequent retrieval practice improve long-term retention, while progress monitoring allows for early identification of students needing additional support. Teacher input emphasized the importance of weekly document analysis and structured reviews, particularly in preparing students for the rigor of EOC assessments in Civics and maintaining performance in U.S. History.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Weekly Source Analysis with ELA Integration

Person Monitoring:	**By When/Frequency:**
Social Studies Teachers; oversight by Instructional Staff Developer	Weekly, all year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement weekly activities where students analyze primary/secondary sources using ELA-aligned strategies (claim, evidence, reasoning). Student responses will be reviewed during monthly data checks to assess analytical skill development and content understanding.

Action Step #2
Monthly Module-Based EOC Review

Person Monitoring:	**By When/Frequency:**
Testing Coordinator	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Civics and U.S. History teachers will deliver spiraled EOC review sessions, focusing on high-priority standards. Reviews will be interactive and aligned with assessment formats. Student progress will be tracked using mini-assessments and exit tickets.

Action Step #3
Administer PM Mini-Assessments and Analyze Results

Person Monitoring:	**By When/Frequency:**
Social Studies Team	3x/year (PM1, PM2, PM3)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will complete 15–20 question benchmark-style assessments that measure mastery of tested standards. Teachers will analyze results in PLCs and reteach standards based on identified gaps.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This Area of Focus is designed to address the academic achievement and engagement of Black/African American students, with an emphasis on individualized instructional support, data-informed planning, and culturally responsive teaching.

While only two students at Pinellas Virtual School were identified in this subgroup as low-performing in 2024–25, the school recognizes the importance of equitable access to support and achievement opportunities for all students, especially those within historically underperforming subgroups.

- One student scored Level 1 in ELA, Math, and Science
- One student scored Level 1 in Math

These data points, while limited in size, represent critical individual needs and an opportunity to refine schoolwide systems of support. Teachers identified the need to improve data-based small group planning, increase live lesson engagement, and strengthen cultural responsiveness through professional learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–26 school year:

- Students identified in the Black/African American subgroup will show a 10% increase in proficiency on benchmark assessments in ELA and Math.
- Students will demonstrate growth across PM1 to PM3 and on schoolwide progress monitoring tools and DBAs.
- Live lesson attendance for these students will improve, with a minimum of 80% participation in targeted intervention sessions.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored through:

- Quarterly review of benchmark and PM data for Black/African American students
- Live lesson and success session attendance tracking
- Documentation of small group instructional plans, aligned to the individual needs of identified students
- PLC reflection protocols and professional learning logs to track implementation of culturally responsive strategies
- End-of-year data review

Person responsible for monitoring outcome
Instructional Staff Developer, with support from the Principal and ELA/Math Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Data-Driven Small Group Instruction Teachers will analyze subgroup-specific assessment data to develop and implement personalized small group learning plans targeting gaps in reading and math. Culturally Responsive Teaching and Professional Development Staff will participate in ongoing PD focused on relationship-building, inclusive content, and student engagement strategies that affirm identity and increase participation. Increased Access to Targeted Support Sessions Identified students will be invited to additional success sessions and check-ins focused on priority skills, test preparation, and executive functioning.

Rationale:
Though a small subgroup, these students represent significant equity needs. Data-informed small group instruction is proven effective in accelerating learning for students performing below grade level. Culturally responsive pedagogy builds belonging and motivation, which can enhance engagement and reduce performance gaps. Frequent, tailored intervention sessions help personalize support in a virtual environment where early warning signs can go unnoticed. These interventions also create a structure that will scale if subgroup size increases in future years.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Conduct Professional Development and Data Review

Person Monitoring:
Instructional Staff Developer

By When/Frequency:
Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff will participate in professional development focused on culturally responsive teaching and equity in virtual environments. Teachers will review subgroup student data to identify academic needs and inform small group plans. Monitored via: PD attendance logs, subgroup data reviews, small group planning documents.

Action Step #2
Implement Targeted Small Group Instruction

Person Monitoring:
ELA and Math Teachers; oversight by Principal

By When/Frequency:
Quarters 2 and 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement targeted instruction for identified Black/African American students using scaffolded lessons based on performance gaps. Sessions will be documented and adjusted based on progress monitoring results. Monitored via: attendance logs, student progress data, and feedback forms.

Action Step #3
Conduct End-of-Year Review

Person Monitoring:
Principal

By When/Frequency:
Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review student outcomes from benchmark assessments, progress monitoring, and engagement data. Monitored via: end-of-year data summary, stakeholder feedback, and revised goals.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Positive Behavior Interventions and Supports (PBIS) system at Pinellas Virtual School is being enhanced to promote a more consistent, visible, and motivating learning environment for all students. This Area of Focus prioritizes the development of a standardized and engaging schoolwide reward system that encourages positive participation, effort, and behavior.

Teacher input highlighted the need for:

- Consistent point awarding across courses and teachers using standardized categories and values.

- A centralized and visible rewards system—both online and in person.
- Integration of PBIS with state testing days and progress monitoring to increase motivation and student presence.

A strong school-wide PBIS framework helps reinforce academic engagement, attendance in live lessons and testing, and social-emotional development. The strategy supports both virtual and face-to-face engagement opportunities, including reinforcing participation during high-stakes assessment windows.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–26 school year:

- The PBIS shop will be replenished 2–3 times annually, indicating active participation by students and staff.
- At least 85% of students will earn and redeem PBIS points through live lesson attendance, assessment participation, or positive behaviors.
- Student participation in testing-day rewards and online shop activity will increase compared to 2024–25 baseline engagement.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The PBIS program will be monitored through:

- PBIS point tracking system data (usage frequency, category reporting, and teacher participation)
- Redemption logs for the physical and online shop to track inventory turnover and student engagement
- Student participation during PM windows, including the number of students earning rewards on testing days
- Teacher check-ins and PBIS planning minutes to ensure fidelity of implementation and consistent point usage

Engagement and feedback will be reviewed quarterly by the leadership team and adjusted based on input from students and teachers.

Person responsible for monitoring outcome

PBIS Team, with support from the Principal and Instructional Staff Developer

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
School-wide PBIS System with Standardized Incentive Structures Establish a unified point system with clear, equitable categories and reward values across all grade levels and content areas. Accessible Reward Opportunities (Physical and Virtual) Create an online reward shop and physical pop-up shop during PM testing periods to reinforce key behaviors and encourage student participation. Positive Reinforcement Integrated with Academic Events Link PBIS rewards to academic milestones (e.g., progress monitoring participation, live lesson attendance) to promote a culture of achievement and effort.

Rationale:
Consistent and visible PBIS structures increase student motivation, engagement, and behavioral success—especially in virtual settings where positive reinforcement must be intentional and trackable. Teachers emphasized the importance of transparency, consistency, and reward visibility, especially around testing windows when motivation can wane. By standardizing categories and values and increasing access to desirable rewards, students are more likely to buy in to the system. This in turn supports improved attendance, participation, and effort, aligning with the school's academic and social-emotional goals.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Standardize Point Categories and Values Across All Teachers

Person Monitoring:
PBIS Team

By When/Frequency:
Completed in Quarter 1; monitored monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and distribute a unified point-awarding guide. Teachers will be trained and provided with templates for consistent usage. Monitoring includes teacher participation logs and student point data reports.

Action Step #2
Launch and Maintain the PBIS Reward Shops

Person Monitoring:
Instructional Staff Developer

By When/Frequency:
Active during PM1, PM2, and PM3; reviewed quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Operate both a virtual PBIS shop and a physical pop-up shop on testing days. Items will be priced, stocked, and advertised to students. Success will be monitored through redemption frequency and student participation logs.

Action Step #3
Integrate PBIS with Academic Participation

Person Monitoring:
Principal

By When/Frequency:
Ongoing with testing cycles and weekly lesson engagement

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Award points for key academic behaviors (e.g., completing DBAs on time, attending live lessons, participating in PM testing). Track behavior through LMS reports and tie incentives directly to academic milestones.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

We engage with the district's Exceptional Student Education (ESE) specialists, MTSS facilitators, and data analysts to:

- Evaluate the alignment of current interventions with student needs, and
- Discuss professional development or instructional tools that may be required.

This collaboration ensures our decisions are rooted in research-based practices and supported by available district resources.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

To address the academic performance gap for Students with Disabilities (SWD), Pinellas Virtual School will implement targeted resources and strategies during the 2025–2026 school year. These actions are aligned to our school-wide improvement goals and based on performance data indicating a 39% proficiency rate for SWD.

1. **Targeted Intervention Support Staffing**

Resource: Continued funding for a certified ESE intervention teacher

Rationale: Diagnostic and formative assessment data indicate a persistent need for individualized support in ELA and math for SWD.

Timeline: Beginning August 2025, the ESE teacher will deliver weekly small-group and 1:1 targeted instruction, both synchronously and asynchronously, and monitor student progress biweekly.

2. **Professional Development for General Education and ESE Staff**

Resource: Ongoing training on differentiated instruction and UDL (Universal Design for Learning)

Rationale: Classroom walkthroughs and instructional reviews showed inconsistencies in accommodations and instructional strategies for SWD.

Timeline: Quarterly PD sessions beginning August 2025, with follow-up coaching and application through PLCs and monthly teacher collaboration meetings.

3. **Implementation of Tier 2 Virtual Intervention Tools**

Resource: Subscription-based intervention platforms tailored to SWD

Rationale: Progress monitoring shows below-grade-level proficiency and skill regression in math and reading among SWD. These programs offer scaffolded, adaptive content with built-in accommodations.

Timeline: Tools will be deployed in August 2025, with weekly usage tracked and monthly fidelity checks by instructional staff developer and ESE support team.

4. **Increased Parent Engagement and Support for Learning Coaches**

Resource: Parent monthly check-ins

Rationale: Feedback from families and IEP meetings highlights a need for increased clarity and support for virtual accommodations at home.

Timeline: Monthly phone calls starting in September 2025.

5. **Progress Monitoring and Data Team Reviews**

Resource: District-provided MTSS facilitator and data team support

Rationale: Data-driven instructional decision-making is necessary to ensure timely intervention adjustments.

Timeline: Monthly data team meetings to review SWD progress and update intervention plans; facilitated by the MTSS coordinator in collaboration with the ESE teacher and school leadership.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**