

Pinellas County Schools

PINELLAS VIRTUAL FRANCHISE



2026-27 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 decisionmaking, 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 school-wide initiatives that foster academic achievement, personal development, and equitable access to learning opportunities for all students.

Leadership Team Member #2

Employee's Name

Melissa Broner

bronerem@pcsb.org

Position Title

School Counselor - Testing Coordinator

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.

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

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 2026–2027 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 Math, ELA, and US History. Parents and families engaged through 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 6th grade and 9th grade transition and success*
- *Addressing performance gaps in US History, ELA, 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 2026–2027 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 US History, Math, and 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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	3.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	0	3	1	2	2	5	7	8	3	31
Absent 10% or more school days	0	0	0	0	0	0	1	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	1	0	1	0	0	0	0	0	2
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	0	0	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	1	0	0	0	0	0	0	0	1

Current Year 2026-27

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	0	0	0	0	0

Current Year 2026-27

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 (2025-26) 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	
School Enrollment	2	1	4	2	4	10	9	4	15	51
Absent 10% or more school days			1	1		1	1			4
One or more suspensions						1			1	2
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment					1					1
Level 1 on statewide Math assessment						3		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
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 (2025-26) 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 (2025-26) 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										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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	10	17	11	18	56
Absent 10% or more school days	2	0	2	1	5
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	1	0	0	1
Course failure in Math	0	1	0	0	1
Level 1 on statewide ELA assessment	1	3	0	0	4
Level 1 on statewide Algebra assessment	1	0	0	0	1

Current Year (2026-27)

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	2	0	0	2

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	0	0	0	0	0
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	80	66	64	80	62	61	69	59	58
Grade 3 ELA Achievement	69	64	64	68	62	75	64	59	
ELA Learning Gains	65	62	62	65	59	61	57	60	59
ELA Lowest 25th Percentile	46	53	55	58	52	55	62	53	54
Math Achievement*	69	68	64	69	66	62	60	62	59
Math Learning Gains	59	64	61	56	63	60	55	59	61
Math Lowest 25th Percentile	45	54	52	50	55	53	50	51	56
Science Achievement	75	61	60	76	59	57	63	54	54
Social Studies Achievement*	86	75	77	83	72	74	78	71	72
Graduation Rate	100	49	77	95	40	72	86	31	71
Middle School Acceleration	81	79	57	83	75	64	74	71	
College and Career Acceleration	42	14	61	41	19	56	61	20	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	61		53	59

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	668
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
67%	66%	65%	60%	55%	56%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Hispanic Students	77%	No		
Multiracial Students	66%	No		
White Students	70%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	80%		65%	46%	70%	59%	45%	75%	86%		100%	42%	
Hispanic Students	84%		60%		87%	75%							
Multiracial Students	91%		73%		55%	45%							
White Students	78%		65%		66%	54%		68%	77%		100%	48%	

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%	

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	8	69%	62%	7%	60%	9%
ELA	9	75%	63%	12%	60%	15%
ELA	10	82%	62%	20%	61%	21%
Math	8	54%	62%	-8%	61%	-7%
Science	8	75%	59%	16%	52%	23%
Biology	9	80%	82%	-2%	87%	-7%
History	11	80%	72%	8%	75%	5%
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	7	* 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.				
Math	7	* 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.				
Civics	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

Mathematics Learning Gains demonstrated the strongest performance during the 2025-2026 school year, with 69.2% of students making learning gains. This reflects the school's continued focus on targeted intervention and progress monitoring in mathematics.

Several initiatives contributed to this success, including increased use of small-group instruction during live lessons, targeted outreach to students demonstrating pacing concerns, and more frequent review of formative assessment data to identify skill gaps. Teachers provided individualized support through tutoring sessions, intervention opportunities, and enhanced communication with students and families regarding academic progress. The school also strengthened accountability measures related to participation in live instruction and completion of required coursework, resulting in improved student growth outcomes.

Lowest Performance

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

Geometry End-of-Course (EOC) proficiency was the school's lowest-performing assessment area, with 50% of students achieving proficiency.

Several factors likely contributed to this performance. The Geometry population is relatively small, meaning the performance of a few students can significantly impact overall results. Additionally, many students enrolled in the virtual program have experienced prior academic interruptions, credit recovery needs, or gaps in foundational mathematics skills that affect success in higher-level mathematics courses.

While Geometry remains an area of concern, the school continues to monitor enrollment patterns and instructional supports to improve outcomes. Additional emphasis on prerequisite skill development, targeted intervention, and assessment readiness will remain priorities moving forward.

Greatest Decline

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

contributed to this decline.

The most notable decline occurred in Algebra 1 EOC proficiency, which decreased from 91% in the previous year to 71% in 2025-2026.

Several factors may have contributed to this decline. Student enrollment patterns shifted, resulting in a larger proportion of students entering Algebra with significant learning gaps or limited prior success in mathematics. Additionally, the mobility of the virtual student population can create challenges in ensuring consistent exposure to prerequisite content and instructional continuity.

Although proficiency declined, the school's Mathematics Learning Gains remained strong, suggesting students continued to make academic progress even when proficiency benchmarks were not fully met. Continued focus on early intervention and foundational skill development will be essential to improving Algebra outcomes.

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.

Geometry EOC proficiency demonstrated the largest gap when compared to statewide performance benchmarks.

The primary factors contributing to this gap include the small testing population, varied academic backgrounds of students enrolling in the virtual program, and the challenges associated with mastering advanced mathematical concepts in a flexible learning environment. Many students enroll after experiencing academic difficulties in traditional settings, creating a need for significant remediation alongside grade-level instruction.

The school continues to analyze performance trends and refine instructional supports. Increased use of targeted intervention, progress monitoring, and supplemental instructional opportunities will be implemented to improve Geometry performance in future years.

EWS Areas of Concern

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

Student Engagement and Course Pace – Students who fall behind pacing expectations are at increased risk for course failure, incomplete coursework, and lower academic performance. Monitoring engagement indicators and providing timely intervention remains essential.

Secondary Mathematics Performance – While overall mathematics growth remains strong, Algebra and Geometry performance data indicate a need for continued support in advanced mathematics courses. Early identification of struggling students and targeted intervention strategies will be critical.

Highest Priorities

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

1. Improve Algebra and Geometry proficiency through targeted interventions and foundational skill support.
2. Increase student engagement and course completion by strengthening pacing monitoring and intervention systems.
3. Sustain strong ELA and Mathematics learning gains through data-driven instruction and personalized support.
4. Expand opportunities for targeted remediation and enrichment based on individual student needs.
5. Strengthen Early Warning System processes to identify and support at-risk students before academic difficulties escalate.

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.

Pinellas Virtual School will focus on increasing ELA proficiency and maintaining strong learning gains through standards-aligned instruction, formative assessment practices, and increased student engagement in live lessons. Although ELA proficiency increased to 66.2% and learning gains reached 64.5%, PM3 data indicate that some students continue to demonstrate inconsistent mastery of grade-level standards. This area was identified through analysis of PM3 performance data, student work samples, and progress monitoring results.

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.

During the 2025-2026 school year, 66.2% of students achieved proficiency in ELA. By May 2027, ELA proficiency will increase to 69% while maintaining ELA learning gains at or above 65%.

Monitoring

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

Student progress will be monitored through PM1, PM2, and PM3 data reviews, monthly course progress reports, DBA performance, live lesson participation, and common formative assessment results.

Person responsible for monitoring outcome

Principal and ELA Teachers.

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:

Standards-based instruction utilizing formative assessment and feedback practices combined with targeted intervention during live lessons.

Rationale:

Research demonstrates that frequent formative assessment, timely feedback, and targeted small-group instruction improve literacy achievement and student outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Standards-Aligned Live Lessons

Person Monitoring:

ELA Teachers, Principal

By When/Frequency:

Weekly (August 2026 – May 2027)

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

ELA teachers will implement standards-focused live lessons aligned to priority benchmarks identified through PM and FAST data. Lessons will include explicit instruction, modeling, guided practice, and opportunities for student discussion and engagement. Implementation will be monitored through lesson plan reviews, live lesson observations, attendance reports, and analysis of student performance on formative assessments and progress monitoring measures.

Action Step #2

Targeted Intervention Through Formative Assessment

Person Monitoring:

ELA Teachers

By When/Frequency:

Bi-Weekly (August 2026 – May 2027)

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

Teachers will utilize formative assessment data, assignment performance, DBA results, and progress monitoring data to identify students needing additional support. Targeted interventions will be provided through small-group instruction, office hours, and individualized support plans. Impact will be monitored through intervention logs, student progress reports, assessment results, and growth demonstrated on classroom and district assessments.

Action Step #3

ELA Data Review and Instructional Adjustment

Person Monitoring:

Principal

By When/Frequency:

Monthly

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

School leadership and the ELA team will conduct monthly data reviews to analyze student

achievement, learning gains, attendance, engagement, and intervention effectiveness. Based on the findings, instructional strategies and intervention plans will be adjusted to address identified needs. Monitoring will include review of PM data, FAST results, course progress reports, DBA performance, and live lesson participation data to ensure progress toward the school's ELA proficiency goals.

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.

Pinellas Virtual School will focus on increasing mathematics proficiency and improving performance on Algebra 1 and Geometry EOCs through enhanced student engagement, targeted intervention, and increased participation in live instructional opportunities. Analysis of 2026 assessment results revealed strong mathematics learning gains (69.2%) but lower performance in Geometry proficiency (50%) and a decline in Algebra proficiency (71%). Additionally, staff identified discrepancies between course grades and assessment performance as an area requiring attention.

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.

During the 2025-2026 school year, Mathematics proficiency was 66.2%, Algebra 1 proficiency was 71%, and Geometry proficiency was 50%. By May 2027, Mathematics proficiency will increase to 75%, Algebra proficiency will increase to 75%, and Geometry proficiency will increase to 75%.

Monitoring

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

Performance will be monitored through PM assessments, EOC progress monitoring, common assessments, DBA performance, live lesson attendance, and monthly data reviews.

Person responsible for monitoring outcome

Principal, CST, and Mathematics Teachers.

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:

Targeted small-group instruction and standards-based intervention supported through formative assessment practices and increased live lesson participation.

Rationale:

Research supports the use of targeted intervention, explicit instruction, and frequent formative assessment to accelerate mathematics achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Standards-Focused Algebra and Geometry Interventions

Person Monitoring:

Math Teachers, Principal

By When/Frequency:

Weekly (August 2026 – May 2027)

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

Mathematics teachers will provide weekly intervention sessions focused on priority Algebra 1 and Geometry standards identified through EOC data, classroom assessments, and progress monitoring results. Intervention sessions will target skill deficits, reinforce prerequisite concepts, and provide opportunities for guided practice and feedback. Implementation will be monitored through intervention attendance logs, lesson documentation, common assessment results, and student performance on benchmark and EOC-aligned assessments.

Action Step #2

EOC Readiness Monitoring and Data Analysis

Person Monitoring:

Math Teachers

By When/Frequency:

Monthly

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

The mathematics department will conduct monthly EOC readiness checks using formative assessments, benchmark assessments, DBA performance, and course progress data. Teachers will analyze results to identify trends, adjust instruction, and determine students requiring additional support. Impact will be monitored through monthly data review meetings, assessment performance trends, and progress toward Algebra 1 and Geometry proficiency goals.

Action Step #3

At-Risk Student Engagement Through Live Lessons and Office Hours

Person Monitoring:

Math Teachers, Principal

By When/Frequency:

Ongoing (Reviewed Monthly)

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

Teachers will identify students at risk of academic failure based on course pace, assessment performance, DBA results, and engagement data. These students will be encouraged and supported to participate in live lessons, office hours, and individualized intervention opportunities. Monitoring will include review of attendance records, participation reports, course completion data, and academic performance indicators to evaluate the effectiveness of the intervention and make adjustments as needed.

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 school will focus on increasing proficiency in Biology and Grades 5 and 8 Science through enhanced engagement, inquiry-based instruction, and targeted support in the Nature of Science standards, which continue to represent an area of challenge across science assessments.

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.

Science proficiency will increase from 66.7% to 70% in Grade 5 Science, from 75% to 84% in Grade 8 Science, and Biology proficiency will increase from 80% to 83% by May 2027.

Monitoring

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

Monthly assessment reviews, live lesson attendance, DBA performance, and progress monitoring data.

Person responsible for monitoring outcome

Science Teachers, 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 instruction, small-group intervention, and standards-focused progress monitoring.

Rationale:

Analysis of 2025-2026 assessment data identified science achievement as an area requiring continued improvement, particularly in Grade 5 Science (66.7% proficiency) and Biology (80% proficiency). The science team noted that students consistently demonstrate greater difficulty with the Nature of Science standards, which require higher-order thinking, application of scientific reasoning, and interpretation of data. Additionally, virtual learning data indicate that student engagement and participation in live lessons are strongly correlated with science achievement. Research supports the use of inquiry-based instruction, targeted small-group intervention, and frequent progress monitoring as effective strategies for improving science proficiency and conceptual understanding. These interventions were selected to increase student engagement, strengthen mastery of complex science standards, and improve overall science achievement outcomes. This rationale aligns nicely with the notes your science team included regarding: Nature of Science being a weak area Increased live lesson participation Progress monitoring Small-group instruction Student engagement and communication efforts

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Nature of Science Integration in Live Lessons

Person Monitoring:

K-12 Science Teachers, Principal

By When/Frequency:

Weekly (August 2026 – May 2027)

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

Science teachers will intentionally incorporate Nature of Science standards into weekly live lessons through inquiry-based activities, data analysis, scientific reasoning, and real-world applications. Lessons will provide opportunities for students to develop critical thinking and problem-solving skills aligned to state science standards. Implementation will be monitored through lesson plan reviews, live lesson observations, student participation data, and performance on formative assessments aligned to Nature of Science benchmarks.

Action Step #2

Science Data Review and Instructional Planning

Person Monitoring:

K-12 Science Teachers

By When/Frequency:

Monthly

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

The science department will conduct monthly reviews of assessment data, DBA performance, course progress, and student engagement metrics to identify trends and areas requiring additional instructional support. Results will be used to adjust instructional practices, intervention plans, and live lesson focus areas. Impact will be monitored through documented data review meetings, assessment growth trends, and progress toward Grade 5 Science, Grade 8 Science, and Biology proficiency goals.

Action Step #3

Targeted Science Intervention and Support

Person Monitoring:

K-12 Science Teachers, Principal

By When/Frequency:

Bi-Weekly (August 2026 – May 2027)

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

Teachers will identify students demonstrating skill deficits through formative assessments, DBA performance, progress monitoring data, and course performance indicators. Identified students will receive targeted intervention through small-group instruction, office hours, individualized support, and focused remediation activities. Effectiveness will be monitored through intervention logs, assessment results, course progress reports, and student performance on standards-based assessments to ensure growth toward proficiency.

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 school will focus on strengthening critical thinking, writing, and analytical reasoning skills to improve performance on Civics and U.S. History assessments. Although Civics proficiency reached 100% and U.S. History proficiency reached 84%, staff identified higher-order thinking and application skills as opportunities for continued growth.

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.

Maintain Civics proficiency at or above 95% and increase U.S. History proficiency from 84% to 88% by May 2027.

Monitoring

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

EOC benchmark assessments, writing performance, DBA data, and monthly content team reviews.

Person responsible for monitoring outcome

Social Studies Teachers, 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:

Writing-to-learn strategies, academic discourse, and cognitive engagement practices.

Rationale:

Analysis of student performance data and instructional team feedback identified opportunities to strengthen students' higher-order thinking, written communication, and analytical reasoning skills. While Civics EOC proficiency reached 100% and U.S. History EOC proficiency reached 84%, continued emphasis on critical thinking and evidence-based writing is necessary to sustain and improve student achievement. Writing-to-learn strategies promote deeper understanding of content by requiring students to organize, analyze, and communicate their thinking. Academic discourse encourages students to engage with multiple perspectives, justify their reasoning, and strengthen content knowledge through discussion. Cognitive engagement practices increase student ownership of learning and support the development of skills necessary for success on standards-based assessments. These evidence-based interventions were selected to improve students' ability to analyze historical events, evaluate evidence, construct written responses, and apply social studies concepts in meaningful ways.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Higher-Order Thinking Activities in Live Lessons

Person Monitoring:

Social Studies Lead Teacher, Principal

By When/Frequency:

Weekly (August 2026 – May 2027)

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

Social Studies teachers will incorporate higher-order thinking activities into weekly live lessons, requiring students to analyze historical events, evaluate evidence, compare perspectives, and justify conclusions using content-specific reasoning. Activities will be aligned to Civics and U.S. History standards and designed to increase student engagement and critical thinking. Implementation will be monitored through lesson plan reviews, live lesson observations, student participation data, and performance on formative assessments and classroom assignments.

Action Step #2

Collaborative Learning Through Academic Discourse

Person Monitoring:

Social Studies Teachers, Principal

By When/Frequency:

Weekly (August 2026 – May 2027)

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

step:

Teachers will increase opportunities for student collaboration during synchronous instruction through structured discussions, debates, collaborative activities, and peer-to-peer learning experiences. Academic discourse protocols will be used to promote evidence-based discussion and deeper understanding of social studies content. Monitoring will include review of live lesson participation data, observation of student engagement during discussions, and analysis of student responses demonstrating critical thinking and content mastery.

Action Step #3

Writing-Based Formative Assessment Implementation

Person Monitoring:

Social Studies Teachers

By When/Frequency:

Bi-Weekly (August 2026 – May 2027)

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

Teachers will utilize writing-based formative assessments aligned to Civics and U.S. History EOC standards to assess student understanding, analytical reasoning, and ability to support claims with evidence. Assessment results will be used to identify areas requiring additional instruction and intervention. Impact will be monitored through assessment data reviews, student writing samples, progress toward EOC readiness benchmarks, and proficiency trends throughout the school year.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

Pinellas Virtual School will focus on improving student attendance, engagement, and course pacing through enhanced communication systems and tiered intervention supports. Early warning data indicate that attendance, course pace, and communication remain leading indicators of student success in the virtual environment.

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.

Increase overall student attendance and active participation rates to 90% and reduce the percentage of students identified through the Early Warning System for attendance and pacing concerns by 10%.

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.

Attendance reports, course pace reports, contact logs, CST referrals, and student intervention tracking.

Person responsible for monitoring outcome

Student Services Team, School Counselors, Social Worker, Administration.

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:

Standards-based instruction utilizing formative assessment and feedback practices combined with targeted intervention during live lessons.

Rationale:

Analysis of student engagement, attendance, and course progression data identified attendance, pacing, and consistent communication as key factors influencing student success in the virtual learning environment. Early Warning System (EWS) indicators show that students who demonstrate low engagement, irregular attendance, or delayed course progress are at increased risk for academic failure and course non-completion. Research supports the use of tiered attendance interventions, proactive family communication, and student goal-setting practices as effective strategies for increasing engagement, improving accountability, and promoting academic success. Family partnerships provide critical support for virtual learners, while individualized goal-setting conferences help students develop ownership of their learning and establish clear pathways toward academic achievement. These interventions were selected to strengthen student engagement, improve attendance and course completion rates, and reduce the number of students identified through the Early Warning System as at risk for academic difficulties.

Tier of Evidence-based Intervention:

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 Outreach to Non-Working Students

Person Monitoring:

School Counselors, Student Services Team,
Principal

By When/Frequency:

Weekly (August 2026 – May 2027)

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

Student Services staff will identify students who have not demonstrated academic activity or are significantly behind pace and conduct weekly outreach to students and families through phone calls, emails, text messages, and virtual conferences. The purpose of the outreach is to identify barriers to

participation, provide support resources, and develop action plans to improve engagement. Implementation and effectiveness will be monitored through communication logs, student activity reports, course pace data, and subsequent improvements in attendance and course completion.

Action Step #2

Attendance and Engagement Data Reviews

Person Monitoring:

Principal, School Counselors, Student Services Team

By When/Frequency:

Bi-Weekly

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

The Student Services team will conduct bi-weekly reviews of attendance, course pace, live lesson participation, and student engagement data to identify students demonstrating early warning indicators. Data will be used to prioritize interventions and monitor the effectiveness of support strategies. Impact will be measured through reductions in the number of students identified as non-working, improved attendance and participation rates, and increased course completion and academic progress.

Action Step #3

Individualized Student Success Plans and CST Interventions

Person Monitoring:

School Counselors, Social Worker, Principal

By When/Frequency:

Ongoing (Reviewed Monthly)

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

Students identified as at-risk through attendance, engagement, academic performance, or course pacing data will be referred for CST review and provided individualized Student Success Plans. Plans may include goal-setting conferences, academic interventions, attendance contracts, family support services, and ongoing progress monitoring. Effectiveness will be monitored through CST documentation, student progress reports, attendance data, course completion rates, and follow-up reviews to determine whether interventions are resulting in improved student outcomes.

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 ATSI, TSI, or 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.

Pinellas Virtual School collaborates with Pinellas County Schools throughout the school year to review student performance data, Early Warning System (EWS) indicators, and school improvement priorities to ensure resources are aligned to identified student needs. School leadership meets regularly with district curriculum specialists, Student Services, and Exceptional Student Education (ESE) staff to analyze assessment results, progress monitoring data, subgroup performance, and implementation of evidence-based interventions. Special attention will be given to improving outcomes for the **Students with Disabilities (SWD)** subgroup.

Resource allocation decisions are informed by FAST and EOC assessment data, course performance, attendance and engagement reports, MTSS/CST data, and teacher feedback. The school reviews the effectiveness of instructional materials, intervention supports, professional learning opportunities, technology resources, and staffing throughout the year. Adjustments are made as needed to ensure resources are targeted toward improving student achievement, reducing achievement gaps, increasing student engagement, and supporting identified ATSI subgroup(s). Continuous monitoring occurs through monthly leadership meetings, department data reviews, and district progress monitoring cycles.

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).

Based on analysis of 2025–2026 student performance data and subgroup achievement, Pinellas Virtual School will utilize the following resources during the 2026–2027 school year to address identified needs:

- **Curriculum Support** : Provide instructional coaching, data analysis, and support for implementing evidence-based instructional practices in ELA, mathematics, science, and social studies.
- **Student Services Team**: School counselors, social worker, and administrators will implement tiered attendance and engagement interventions, individualized student success plans, and proactive family communication for students identified through the Early Warning System.

- **Progress Monitoring and Data Analysis:** Utilize FAST, EOC benchmarks, formative assessments, DBAs, and course pace reports to identify students requiring intervention and monitor the effectiveness of instructional supports throughout the year.
- **Targeted Live Instruction and Intervention:** Expand standards-aligned live lessons, office hours, and small-group intervention sessions to address identified skill gaps and improve academic achievement.
- **Professional Learning:** Provide ongoing professional development focused on data-driven instruction, differentiated support for diverse learners, virtual engagement strategies, and implementation of evidence-based instructional practices.

These resources will be implemented beginning in August 2026 and monitored throughout the school year during monthly leadership meetings, department data reviews, CST meetings, and district progress monitoring cycles. The effectiveness of these resources will be evaluated through student achievement data, subgroup performance, attendance and engagement metrics, and progress toward the measurable outcomes identified within the School Improvement Plan. Special attention will be given to improving outcomes for the **Students with Disabilities (SWD)** subgroup.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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