Clay Virtual Franchise

2015-16 School Improvement Plan

Clay Virtual Franchise

2306 KINGSLEY AVE, Orange Park, FL 32073

http://cva.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	5%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	18%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission, at Clay Virtual Academy, is to offer a virtual education experience which allows students to dream, achieve, and soar anywhere, anytime on any path.

Provide the school's vision statement

Clay Virtual Academy will provide students a learning path in an innovative online environment, where mastery learning is the outcome of each child's motivation, organization, and dedication, to prepare them to be leaders in a global marketplace.

School Environment

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

Relationships are formed and developed between teachers and students in phone calls, emails, text messages, face to face tutoring, and within on-line course platforms through dialogue and feedback. Initial Welcome Calls serve as a platform for students to express why they have chosen to be a virtual student and indicate any individual needs. Welcome calls are an opportunity for teachers to express school and class expectations. Additionally, teachers are required to contact parents and students on a monthly basis (at a minimum) to discuss progress. Many of our teachers also use a priority calling system, website alerts, weekly email reminders, text messages, and social networking outlets to keep our virtual families well informed. We build relationships with students through face-to-face interactions, such as tutoring,field trips, recess, and activities at the CVA office. We believe that learning in the virtual world is a three-way partnership between teachers, students, and parents.

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

Virtual learning is an option that many families have chosen to protect their students from bullying in a brick and mortar school. In the virtual environment, students can learn from the safety and security of their own home environment. Scheduling is flexible--students can work mornings, afternoon, or evenings. Social distractions are minimal and parents can oversee daily progress. Students are invited to attend optional face-to-face and online tutoring sessions and activities. Teachers communicate clear expectations regarding appropriate face-to-face interactions, as well as in the cyber-environment. Students are taught to mastery and encouraged to take risks--knowing they can revise and edit their work for improvement. Teachers closely monitor student communication in discussion boards and collaborative sessions.
Clay Virtual Academy also provides a safe learning option for students with special medical requirements because learning can be done remotely.

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

Students are required to submit a minimum number of assignments weekly and remain active and on pace in each course.Teachers make contact with parents and students when assignments are past

due or in the event that a student's grade has dropped to below passing. Pace charts are provided for students and their parents. Teachers are trained on how to communicate expectations to students and parents clearly. Additionally, teachers are trained on how to log contact in the online learning management system. Students who are not meeting basic pace and learning expectations are monitored and followed up with by a support team of teachers who assist in providing interventions, support, and remediation.

Administration sets clear behavioral expectations for online communication between students, teachers, and peers, as well as during face-to-face meetings. Additionally, students are expected to maintain academic integrity. When violations of these Clay Virtual policies occur, administrators handle each incident on a case-by-case basis. Academic Integrity violations are also reported to Florida Virtual School, as required as part of our franchise partnership.

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

Clay Virtual Academy currently has two full-time guidance counselors who are available to meet with students and/or parents. We also have a career specialist who can offer counseling, mentoring, and other pupil services. Our guidance team focuses on fostering healthy peer relations. Just as a brick and mortar school, Clay Virtual Academy has the support of a social worker.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

N/A

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

> **Will the school use its PIP to satisfy this question?**
> No
>
> *PIP Link*
> The school completes a Parental Involvement Plan (PIP), which is available at the school site.
>
> *Description*
>
> CVA works to build positive relationships with families through communication via phone, email, course announcements, face to face sessions, virtual classroom sessions,school-wide quarterly newsletters and digital social networking updates. New students and parents are invited to attend orientation at the CVA office each semester, and returning students and parents are invited to attend orientation annually. During orientation, teachers discuss course policies and strategies for success in virtual learning.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

CVA builds and sustains partnerships with a variety of businesses in our local community. CVA promotes these school/business partnerships in parent newsletters and on the school website.
CVA Business Partners that offer incentives to students for academic achievement, perfect attendance, community service, student of the month, etc.:
1. Jeremiah's Italian Ice, located on Blanding Blvd., Orange Park, Florida
2. Chick-fil-a, located on Well Road, Orange Park, Florida
3. Chick-fil-a, located on CR 220, Fleming Island, Florida
4. Chick-fil-a, located on Blanding Blvd., Middleburg, Florida
5. Chick-fil-a, located on Argyle Forest Blvd., Oakleaf, Florida
6. Skate Station, located on Blanding Blvd., Orange Park, Florida
7. Steak-n-Shake, located on Wells Road, Orange Park, Florida
CVA Business Partners that sponsor incentive and/or recognition programs for students and/or staff:
1. RPM Automotive, located on Plummer Cove Road, Jacksonville, Florida
2. Chick-fil-a, located on Well Road, Orange Park, Florida
3. Chick-fil-a, located on CR 220, Fleming Island, Florida
4. Chick-fil-a, located on Blanding Blvd., Middleburg, Florida
5. Chick-fil-a, located on Argyle Forest Blvd., Oakleaf, Florida
CVA Business Partners that sponsor fundraising events:
1. CiCi's Pizza, located on Blanding Blvd., Orange Park, Florida
2. Chick-fil-a, located on CR 220, Fleming Island, Florida
4. Chick-fil-a, located on Blanding Blvd., Middleburg, Florida
5. Chick-fil-a, located on Argyle Forest Blvd., Oakleaf, Florida
CVA Business Partners that donate or offer incentives for school spirit and participation.
1. Jacksonville Giants Basketball Organization-- 1010 E Adams St, Jacksonville, FL 32202
2. Carmike Theaters in Fleming Island-- 1820 Town Center Blvd, Fleming Island, FL 32003
3. The Jacksonville Zoo--370 Zoo Parkway, Jacksonville, FL 32218
4. The Skate Station--230 Blanding Blvd, Orange Park, FL 32073
5. Chik fila-a-located on CR 220, Fleming Island, Florida
6. The Jacksonville Jaguars--Jacksonville, Fl.
7. Adventure Landing--4825 Blanding Blvd.Jacksonville, FL 32210
8. St. Augustine Alligator Farm--999 Anastasia Blvd, St Augustine, FL 32080

9. Jumperz--1035 Blanding Blvd, Orange Park, FL 32065
10. Sonic--908 Blanding Blvd, Orange Park, FL 32065
11. Mellow Mushroom--1800 Town Center Blvd, Fleming Island, FL 32003
12. Dye-Clay YMCA--3322 Moody Ave, Orange Park, FL 32065
13. Barco-Newton YMCA--2075 Town Center Blvd, Orange Park, FL 32003
14. World Golf Village- 1 World Golf Pl, St Augustine, FL 32092
15. CiCi;s Pizza--410 Blanding Blvd #5, Orange Park, FL 32073

Clay Virtual Academy is partners with BoxTops for Education, Campbell Soup Labels for Education, and Coke Rewards to raise funds for school improvement projects.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Racine, Lana	Principal
VanBuren, Jenny	Teacher, K-12
Brightman, Destiny	Teacher, K-12
Wadsworth, Deborah	Teacher, Career/Technical
Bice, Joshua	Teacher, ESE
Spencer, Sandy	Teacher, K-12
Green, Jennifer	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

CVA departmental leaders practice shared decision making by meeting regularly to discuss school wide policies and practices. In addition, CVA departmental leaders serve as instructional leaders for both full time and adjunct teachers within their specific content areas.

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

CVA departmental leaders assist administration with the evaluation of online content and curricular resources in order to meet the needs of all students and maximize desired student outcomes. Lana Racine, CVA administrator, is responsible for organizing leadership meetings as needed. Individual departmental leaders are responsible for maintaining an inventory of resources pertaining to their department. Problem solving activities include data analysis, discussion, and brainstorming within departments and among CVA leadership team members.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lana Racine	Principal
Debi Sisley	Education Support Employee
Jenny Van Buren	Teacher
Carol Cochuyt	Teacher
Joseph Stephens	Parent
Lisa Huston	Parent
Barbara Alsabrook	Parent
Melanie Hancock	Parent
Joe and Tabitha Mayo, Chick-fil-a, Oakleaf and Middleburg	Business/Community
Keisha Spencer	Parent
April Redford	Teacher
Joshua Bice	Teacher
Destiny Brightman	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

CVA's School Advisory Council will collectively review the effectiveness of the 2014-15 school improvement plan. The School Advisory Council will discuss barriers that kept our school for reaching goals set within the plan. These barriers will be addressed in the 2015-16 school improvement plan.

Development of this school improvement plan

CVA's School Advisory Council will work collaboratively to develop, revise, and implement the 2015-16 school improvement plan. Each member will review the plan and provide necessary feedback for revisions. Input from all stakeholders is vital to a well-written school improvement plan, therefore input from administration, teachers, staff, parents, community members, and students is taken into consideration when writing the plan.

Preparation of the school's annual budget and plan

CVA's annual budget and plan are prepared by our school bookkeeper, Lori Theus, and our school principal, Lana Racine. Each year, the annual budget and plan is proposed to the School Advisory Council for approval.

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

School Improvement funds were not allocated in 2014-2015 or in 2015-2016. Prior use of the money (2013-2014) was designated to events that supported student motivation, including rewarding students' superior efforts at bi-annual awards ceremonies and recognizing a "student of the month" for elementary, junior high, and high school with a certificate and a gift card. This year the school worked with community partners to raise over $2000.00 in incentive based prizes for student engagement that rewarded students for their involvement in school activities and encouraged them to give back to their families by awarding family prizes and outings.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brightman, Destiny	Teacher, K-12
Green, Jennifer	Teacher, K-12
VanBuren, Jenny	Teacher, K-12
Racine, Lana	Principal
Spencer, Sandy	Teacher, K-12
Wadsworth, Deborah	Teacher, Career/Technical
Weaver, Gayle	Teacher, K-12
Bice, Joshua	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is composed of school leaders and teachers from each grade level and content area. These teachers are responsible for sharing school wide initiatives, in regards to reading and writing, with the members of their team/department. Strategies that all departments are expected to implement include the ACE (Answer, Cite, Explain) Strategy and Text Chunking. Both of these reading/writing strategies directly correlate to the LAFS (Language Arts Florida Standards).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

CVA teachers collaborate with teachers of the same grade level students (elementary, junior high, high school, VLL) weekly at professional learning community meetings. During this time, teachers discuss strategies to assist students and plan activities to increase student success. In addition, teachers are invited weekly to attend technology training to support effective online instructional practices and collaborate within departments regarding their specific content areas. Additionally, teachers may choose to participate in an optional professional learning community with other virtual teachers from around the state of Florida. These PLC meetings are hosted by FLVPN (Florida Virtual Professional Network). Teachers also have the opportunity to attend or view recorded training provided by Florida Virtual School.
Library Resources have been compiled to increase student learning, both digitally, through Follett Shelf, and for check out from lexiled library housed at Clay Virtual Academy.

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

CVA administrators attend yearly teacher recruitment fairs and maintain resumes of highly qualified teachers. Increased advertisement of CVA as a new, free, public school option increases awareness about our course offerings and assists in the recruitment of additional highly qualified teachers who are certified-in-field.

In order to retain highly qualified, certified-in-field, effective teachers, CVA administrators ensure that staff/faculty feel supported by providing and encouraging regular contact, professional development, and assistance as needed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school based leadership team serves as mentors to full time and adjunct teachers within their corresponding departments. In addition,Gayle Weaver serves as a technology trainer and mentor through weekly technology training sessions.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core instructional programs and materials offered by CVA are provided as part of the Florida Virtual Franchise. For these courses, Florida Virtual School meets Florida Standards and will continue to develop its curriculum to align with state and national standards, as well as parents' and students' needs.

Other courses offered by CVA are built by highly-qualified, certified-in-field, instructional staff in either Focus (district learning platform), Applied Computer Business Systems, or through Achieve 3000. These courses are aligned to Florida's standards using current information provided by Clay County Schools and the Florida Department of Education.

Instructional Strategies

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

CVA faculty closely monitors data obtained from district and state assessments in addition to individual student grades and progress within their courses. Teachers provide interventions and support students through increased communication, monitoring, tutoring, online collaborative sessions, and face to face meetings.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 2,880

Clay Virtual Academy is unique in that it provides students with the opportunity to attend school year round. Additionally, Clay Virtual Academy accepts "Jet Pack" or "7th Period" students, who are Brick and Mortar students taking an additional online course in order to progress through their coursework more quickly or to gain credit recovery, due to previous course failures.

Strategy Rationale

Year-round instruction allows for Clay Virtual Students to truly access their classes at "any time, any place, any pace". Students can select to finish their classes at an accelerated pace and continue working through the summer in order to graduate early. On an individual basis, students with a variety of different needs are allotted extended time and may work through the summer to complete courses that would be difficult for them to finish within the confines of 180 school days.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Racine, Lana, lracine@oneclay.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The percentage of students completing courses, graduating early, completing Dual Enrollment courses (at the high school level), and completing jet pack/7th period courses will be evaluated by the school administrator, Lana Racine. This data will be collected and analyzed to determine the effectiveness of our extended school year initiative.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To support incoming virtual students, Clay Virtual Academy provides counseling regarding course selection and academic success. We orient students to virtual learning via face-to-face orientations, welcome calls, online tutorial sessions, and videos that demonstrate strategies for academic success. CVA faculty and staff assist students with academic success by:
-confirming technical requirements for each course
-contacting parents and students regularly
-assisting students with the creation of an individualized schedule
-assisting students with organization of instructional course materials
-assisting students with establishing a home work space
-assisting students with seeing initial success through orientation assignments that are guided.
To support outgoing virtual students, who are returning to a Brick and Mortar school, CVA provides counseling regarding course selection, pacing, and academic success. We ensure that student performance data is provided when requested.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Clay Virtual Academy establishes partnerships with businesses, industries, and community organizations that support our programs through funding and activities that assist students in networking with peers and instructional faculty.
Students are invited to participate in county-wide college and career nights and Jacksonville's National College Fair. We provide information about PERT, SAT and ACT testing, as well as opportunities for scholarships, including Florida Bright Futures.
We offer Dual-enrollment opportunities to students in grades 10-12, in partnership with Sante Fe State College, St. John's State College, and Florida State College of Jacksonville.
High School students also have the opportunity to be invited to participate in service organizations, such as Beta Club and National Honor Society.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The CTE courses offered at Clay Virtual Academy are a limited portion of the IT program right now. We offer Computing for College & Careers(CCC) -- which is equivalent to Intro. To IT, Foundations of Web Design, User Interface Design (Those three courses taken consecutively with a B or higher qualifies a student for the Gold Seal of Bright Futures). Students have the opportunity to take the Microsoft Office Specialist Certification in MS Word, MS Excel and MS PowerPoint through CCC.
.Clay Virtual Academy also offers three semester CTE courses that are not part of a particular program: Keyboarding, Personal & Family Finance, Applied Computer & Business Skills, Criminal Justice, and Health Services.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

As a virtual school, career and technical education is integrated in academic courses. by default. Students must successfully use a computer/tablet, internet, Microsoft programs, typing skills, and proper etiquette skills everyday just to complete their daily course work and assignments in every course, whether academic or elective. The built in communications requirements and writing competency rigor paired with learning to mastery help to build real 21st century skills. This is initiative is to prepare students for the new standardized state test that requires students to type extended responses.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   During the 2015-2016 school year, all Clay Virtual Academy teachers and staff will implement explicit instructional, monitoring, and intervention strategies to increase student engagement and achievement in every subject area and grade level to maximize the number of students who master content and successfully complete courses,

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. During the 2015-2016 school year, all Clay Virtual Academy teachers and staff will implement explicit instructional, monitoring, and intervention strategies to increase student engagement and achievement in every subject area and grade level to maximize the number of students who master content and successfully complete courses, 1a

🔍 G073095

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
4-Year Grad Rate (Standard Diploma)	83.0

Resources Available to Support the Goal 2

- Professional Learning Community (PLC) meetings

- Technology training

- Effective monitoring and communication procedures

Targeted Barriers to Achieving the Goal 3

- Parental involvement

- Student motivation

Plan to Monitor Progress Toward G1. 8

CVA's goal is to see families involved in and excited about learning. The successful implementation of strategies in regard to student motivation and parent involvement will be tracked through FLVS student completion and grade reports, Achieve 3000 reports, and any other available progress monitoring data (ex. Performance Matters Testing, One Clay Writes assessments). Additionally, PLCs (Professional Learning Communities) will log and track all Academic Success Team contacts and/or techniques used for motivating students. Administration will also log all parent/student contact and provide teachers with the necessary training regarding best practices in the digital teaching environment.

Person Responsible
Lana Racine

Schedule
Semiannually, from 8/15/2015 to 6/3/2016

Evidence of Completion
FLVS student completion and grade reports, Achieve 3000 reports,and any other available progress monitoring data (ex. Performance Matter Testing, One Clay Writes assessments) will be used to evaluate the effectiveness of CVA's school-wide goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =**   **S** = Strategy
                    Barrier

1 = Problem Solving Step   S123456 = Quick Key

G1. During the 2015-2016 school year, all Clay Virtual Academy teachers and staff will implement explicit instructional, monitoring, and intervention strategies to increase student engagement and achievement in every subject area and grade level to maximize the number of students who master content and successfully complete courses, 1

G073095

G1.B1 Parental involvement 2

B190881

G1.B1.S1 In weekly Professional Learning Community (PLC) meetings, all CVA teachers will collaborate about strategies to improve parental involvement in monitoring student progress in the one or more of the following ways: 1. Academic Success Team: Teachers will identify students who are behind pace, haven't submitted work in over one week, have a D/F average, and/or those who are not returning teacher contact. 2. Best practices for digital learners, including student motivation programs/incentives, and positive behavioral outreach. 3. Teacher training in data-tested best practices. 4. Use of team leads to assist in working with and contacting students and parents in need of remediation, assistance, or heightened communication of expectations. 4

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Strategy Rationale

1. In proactive fashion, parents of students who are identified as meeting two or more on the criteria are contacted by a member of the Academic Success Team. In collaboration with students and parents, Student Success Plans will be established and tracked for these students.
2. Teachers will share research-based best practices that are successfully working to motivate students in their virtual classrooms and increase student success.
3. Teachers will seek out and receive training pertinent to the needs of their students, as deemed necessary by the members of the PLC.
4. Team Leads will create plans and communication chains for assisting students who need direct intervention.

Action Step 1 5

Every effort will be made by all CVA teachers to be in attendance at weekly PLC meetings. During PLC meetings, Lead Professional Development Facilitators, as well as highly-qualified teachers, will share their expertise in order to increase parental involvement and student motivation.

Person Responsible

Lana Racine

Schedule

Weekly, from 8/15/2015 to 6/3/2016

Evidence of Completion

PLCs will submit Weekly Team Meeting Logs, including attendance record, to Lana Racine after each meeting. Each faculty member will also sign-in each week to verify their attendance at each meeting.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will review PLC logs weekly and follow up with students who are not responding to Academic Success Team Contact.

Person Responsible

Lana Racine

Schedule

Weekly, from 8/15/2015 to 6/3/2016

Evidence of Completion

Decrease in the number of students in need of contact by either the Academic Success Team and/or Administration. Increase in the number of students successfully completing their online coursework and mastering content.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

At the end of each semester, CVA school administration will review statistics regarding our students' successful course completion and progress monitoring data (when available).

Person Responsible

Lana Racine

Schedule

Semiannually, from 8/15/2015 to 6/3/2016

Evidence of Completion

FLVS completion and grade reports, Math XL reports, Achieve 3000 reports, Blackboard reports, and any other available progress monitoring data (ex. Performance Matters Testing, One Clay Writes assessments) will be used to evaluate the effectiveness of CVA's school-wide goal.

G1.B2 Student motivation 2

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G1.B2.S1 In weekly Professional Learning Community (PLC) meetings, all CVA teachers will collaborate about strategies to improve student progress in the one or more of the following ways: 1. Academic Success Team: Teachers will identify students who are behind pace, haven't submitted work in over one week, have a D/F average, and those who are not returning teacher contact. 2. Best practices for digital learners, including student motivation programs/incentives 3. Teacher training 4

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Strategy Rationale

1. In proactive fashion, parents of students who are identified as meeting two or more on the criteria are contacted by a member of the Academic Success Team. Student Success Plans will be established and tracked for these students.
2. Teachers will share research-based best practices that are successfully working to motivate students in their virtual classrooms and increase student success.
3. Teachers will seek out and receive training pertinent to the needs of their students, as deemed necessary by the members of the PLC.

Action Step 1 5

Every effort will be made by all CVA teachers to be in attendance at weekly PLC meetings.

Person Responsible

Lana Racine

Schedule

Weekly, from 8/15/2015 to 6/3/2016

Evidence of Completion

PLCs will submit Weekly Team Meeting Logs, including attendance record, to Lana Racine after each meeting. Each faculty member will also sign-in each week to verify their attendance at each meeting.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Student progress in courses, communication logs, and PLC records will be reviewed on a weekly basis by Lana Racine.

Person Responsible

Schedule

Weekly, from 8/15/2015 to 6/3/2016

Evidence of Completion

PLC portfolios are kept. Student monitoring concerns are sent out on a weekly basis and can be track with in the Learning Management System's Administrative interface.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Student progress data, communication logs, and PLC logs will be compared across time to gauge efficacy.

Person Responsible

Schedule

Monthly, from 8/15/2015 to 6/3/2016

Evidence of Completion

Analysis of student grade and pace data, communication logs, and PLC logs will be compared and shared specifically with individual teachers, whole faculty as applicable or with PLCs in written communication by the prinicpal.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Every effort will be made by all CVA teachers to be in attendance at weekly PLC meetings. During PLC meetings, Lead Professional Development Facilitators, as well as highly-qualified teachers, will share their expertise in order to increase parental involvement and student motivation.	Racine, Lana	8/15/2015	PLCs will submit Weekly Team Meeting Logs, including attendance record, to Lana Racine after each meeting. Each faculty member will also sign-in each week to verify their attendance at each meeting.	6/3/2016 weekly
G1.B2.S1.A1	Every effort will be made by all CVA teachers to be in attendance at weekly PLC meetings.	Racine, Lana	8/15/2015	PLCs will submit Weekly Team Meeting Logs, including attendance record, to Lana Racine after each meeting. Each faculty member will also sign-in each week to verify their attendance at each meeting.	6/3/2016 weekly
G1.MA1	CVA's goal is to see families involved in and excited about learning. The successful implementation of strategies in regard to student motivation and parent involvement will be tracked through FLVS student completion and grade reports, Achieve 3000 reports, and any other available progress monitoring data (ex. Performance Matters Testing, One Clay Writes assessments). Additionally, PLCs (Professional Learning Communities) will log and track all Academic Success Team contacts and/or techniques used for motivating students. Administration will also log all parent/student contact and provide teachers with the necessary training regarding best practices in the digital teaching environment.	Racine, Lana	8/15/2015	FLVS student completion and grade reports, Achieve 3000 reports,and any other available progress monitoring data (ex. Performance Matter Testing, One Clay Writes assessments) will be used to evaluate the effectiveness of CVA's school-wide goal.	6/3/2016 semiannually
G1.B1.S1.MA1	At the end of each semester, CVA school administration will review	Racine, Lana	8/15/2015	FLVS completion and grade reports, Math XL reports, Achieve 3000 reports,	6/3/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	statistics regarding our students' successful course completion and progress monitoring data (when available).			Blackboard reports, and any other available progress monitoring data (ex. Performance Matters Testing, One Clay Writes assessments) will be used to evaluate the effectiveness of CVA's school-wide goal.	
G1.B1.S1.MA1	Administration will review PLC logs weekly and follow up with students who are not responding to Academic Success Team Contact.	Racine, Lana	8/15/2015	Decrease in the number of students in need of contact by either the Academic Success Team and/or Administration. Increase in the number of students successfully completing their online coursework and mastering content.	6/3/2016 weekly
G1.B2.S1.MA1	Student progress data, communication logs, and PLC logs will be compared across time to gauge efficacy.		8/15/2015	Analysis of student grade and pace data, communication logs, and PLC logs will be compared and shared specifically with individual teachers, whole faculty as applicable or with PLCs in written communication by the prinicpal.	6/3/2016 monthly
G1.B2.S1.MA1	Student progress in courses, communication logs, and PLC records will be reviewed on a weekly basis by Lana Racine.		8/15/2015	PLC portfolios are kept. Student monitoring concerns are sent out on a weekly basis and can be track with in the Learning Management System's Administrative interface.	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. During the 2015-2016 school year, all Clay Virtual Academy teachers and staff will implement explicit instructional, monitoring, and intervention strategies to increase student engagement and achievement in every subject area and grade level to maximize the number of students who master content and successfully complete courses,

G1.B1 Parental involvement

G1.B1.S1 In weekly Professional Learning Community (PLC) meetings, all CVA teachers will collaborate about strategies to improve parental involvement in monitoring student progress in the one or more of the following ways: 1. Academic Success Team: Teachers will identify students who are behind pace, haven't submitted work in over one week, have a D/F average, and/or those who are not returning teacher contact. 2. Best practices for digital learners, including student motivation programs/incentives, and positive behavioral outreach. 3. Teacher training in data-tested best practices. 4. Use of team leads to assist in working with and contacting students and parents in need of remediation, assistance, or heightened communication of expectations.

PD Opportunity 1

Every effort will be made by all CVA teachers to be in attendance at weekly PLC meetings. During PLC meetings, Lead Professional Development Facilitators, as well as highly-qualified teachers, will share their expertise in order to increase parental involvement and student motivation.

Facilitator

The Lead Professional Development Facilitator at CVA is Gayle Weaver. Additionally, other highly-qualified teachers may serve as professional development facilitators within each PLC, sharing best practices that they have learned through attending various trainings.

Participants

All full-time CVA teachers will participate in PLC Meetings.

Schedule

Weekly, from 8/15/2015 to 6/3/2016

G1.B2 Student motivation

G1.B2.S1 In weekly Professional Learning Community (PLC) meetings, all CVA teachers will collaborate about strategies to improve student progress in the one or more of the following ways: 1. Academic Success Team: Teachers will identify students who are behind pace, haven't submitted work in over one week, have a D/F average, and those who are not returning teacher contact. 2. Best practices for digital learners, including student motivation programs/incentives 3. Teacher training

PD Opportunity 1

Every effort will be made by all CVA teachers to be in attendance at weekly PLC meetings.

Facilitator

The Lead Professional Development Facilitator at CVA is Gayle Weaver. Additionally, other highly-qualified teachers serve as professional development facilitators within each PLC, sharing best practices that they have learned through attending various trainings.

Participants

All full-time CVA teachers will participate in PLC Meetings.

Schedule

Weekly, from 8/15/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.