2013-2014 SCHOOL IMPROVEMENT PLAN

Clay Virtual Academy

2306 KINGSLEY AVE

Orange Park, FL 32073

904-272-8178

http://cva.oneclay.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Combination School	No	28%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	24%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
NOT GRADED			

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Clay Virtual Academy

Principal
Dr. Saryn L. Hatcher

School Advisory Council chair
Lisa Huston

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sandra Spencer	Science Department Head
Jenny VanBuren	Math Department Head
Deborah Wadsworth	Computer Technical Education Department Head
Joe Ragan	Elementary Department Head
Jennifer Green	Language Arts Department Head
Mary Kester	Exceptional Student Support Facilitator
Lana Racine-Haffner	Guidance Counselor

District-Level Information

District
Clay

Superintendent
Mr. Charles E VanZant, Jr

Date of school board approval of SIP
12/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of Clay Virtual Academy SAC will consist of ten members including:
Parent - President
3 Parents - Members
4 Teachers - Instructional Members
1 Business Partner - Business Member
Principal - Advisor
Support Staff - Member

Involvement of the SAC in the development of the SIP

All members of the SAC where given data from the previous year in their respective instructional methods and afforded the opportunity to provide feedback. Parent members were asked to make suggestions based upon last year's academic performance.

Activities of the SAC for the upcoming school year

We plan to have a minimum of four quarterly meetings to address statutory instructional requirements. In addition, SAC will participate in instructional surveys and grant funding opportunities for virtual school teachers throughout the school year.

Projected use of school improvement funds, including the amount allocated to each project

All SAC funds will be under the control of the SAC members, who will issue academic grants to virtual teachers who demonstrate a need based on their instructional area of concern and that meet the goals of the School Improvement Plan.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Saryn L. Hatcher		
Principal	Years as Administrator: 13	Years at Current School: 3
Credentials	Doctoral Degree - Instructional Technology & Distance Education Masters Degree - Educational Leadership Bachelors Degree - Art History Certification: School Leadership, School Principal, Art K-12	
Performance Record	Performance data for Clay Virtual Academy not available	

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0

Areas	[none selected]
Credentials	N/A
Performance Record	N/A

Classroom Teachers

# of classroom teachers
21

 # receiving effective rating or higher
1, 5%

 # Highly Qualified Teachers
95%

 # certified in-field
100, 476%

 # ESOL endorsed
2, 10%

 # reading endorsed
3, 14%

 # with advanced degrees
5, 24%

 # National Board Certified
2, 10%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
2, 10%

 # with 6-14 years of experience
12, 57%

 # with 15 or more years of experience
5, 24%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Each year the principal sends an electronic message to all certified instructional personnel in the school district to see if highly qualified teachers are interested in teaching with the virtual school. CVA participates in the annual teacher recruitment fair looking for trained virtual school instructors Current CVA teachers participate in weekly online technology professional development sessions with our Distance Learning Specialist.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are paired with mentor virtual teachers to learn new instructional and monitoring tools. Attempts are made to pair veteran technology teachers with newly hired virtual instructors. All teachers receive mentoring services from Distance Learning Specialist in Technology Tuesday sessions.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school leadership team monitors student academic progress on a weekly basis. Students found to be struggling receive written notification and are recommended to participate in tutoring session established by virtual teachers.
Small group study sessions along with high peer tutors will be established a an agreed upon time at the CVA labs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Each school leadership team member is responsible for data collection, goal setting and monitoring based upon their certified area.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The principal will conduct monthly leadership meetings where all members are expected to report on their respective areas via data collection method called: "The Hatcher Report"

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Each teacher will retrieve data from multiple information sources including: PMRN, Clay Writes, Benchmark Testing, EOC, FCAT, and Performance Matters. Information will be collected electronically using Microsoft Excel data management system.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The principal will create a FAQ fact sheet to educate SAC members within an online course located in Blackboard.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 4,000

Extended learning opportunities are available for all virtual school students to include weekend work

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

At risk students will be identified quarterly by virtual school data reports turned in to the principal by all instructional teachers.

Who is responsible for monitoring implementation of this strategy?

School -based leadership team members will monitor compliance of at risk students on a quarterly basis. Study sessions will be available for at-risk students.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Saryn L. Hatcher	Principal
Lana Racine	Guidance

Name	Title
Samantha King	Guidance
Sandra Spencer	Science Dept. Head
Jenny VanBuren	Math Dept. Head
Deborah Wadsworth	CTE Dept. Head
Joe Ragan	Elem. Dept. Head

How the school-based LLT functions

The principal leads the School-Based Leadership Team (SBLT)
Meetings are arranged monthly
Team meets to discuss instructional data of all students
Plan is created to carryout improvement strategies
Monitoring by all members
Data is collected and shared with all stakeholders via Blackboard

Major initiatives of the LLT

Organize a data implementation website in Blackboard for stakeholders to have access

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each online teacher will adopt the school-wide reading goal in their Individual Professional Development Plan (IPDP).
"The primary goal for Clay Virtual Academy K-12 online full time students is to increase the percentage of students meeting end-of-year recommended reading goals by 10 percent".

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

CVA will establish a partnership with Orange Park High School (OPHS) for industry certification for applied technology courses. Students will have an opportunity under the CCSD CTE department to learn more about the relationship between school and life using the OPHS site as a certified testing site.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

CVA Career Specialist will provide an up to date newsletter with information relating to career planning and academic scholarship on a monthly basis. Career and college information will be displayed on a bulletin board at the CVA site.

Strategies for improving student readiness for the public postsecondary level

Improvements for student readiness for post-secondary levels will include:
- Increase number of standard diploma options by providing flexible schedules for virtual students
- Encourage more students to seek a college based curriculum during initial interview for CVA
- Encourage more students to seek Dual Enrollment during guidance meetings

- Provide opportunities for all Juniors and Seniors to take the SAT or ACT by having information sessions
- Create college and career night activities for Juniors and Seniors
- Increase proficiency level of all 10th graders in Reading on standardized assessments by establishing reading tutoring sessions.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	26%	36%
Students scoring at or above Achievement Level 4	36	31%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		43%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	23	43%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		22%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	64%	74%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		26%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	36%	46%
Students scoring at or above Achievement Level 4	12	33%	43%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		55%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		45%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0		0%
Students in ninth grade with one or more absences within the first 20 days	0		0%
Students in ninth grade who fail two or more courses in any subject	0		0%
Students with grade point average less than 2.0	10		0%
Students who fail to progress on-time to tenth grade	0		0%
Students who receive two or more behavior referrals	0		0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0		0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase overall parent participation and communication with virtual instructional program outlining available online resources through a variety of methods.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent particiaption with virtual program. Principal will implement use of Social Media for information purposes giving parents more information about school events using:Website, Twitter, Facebook, You Tube, Podcasting, and Blog.			

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goals Detail

Action Plan for Improvement

Problem Solving Key

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

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals