Clay Virtual Franchise

2021-22 Schoolwide Improvement Plan

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Clay Virtual Franchise

2306 KINGSLEY AVE #20, Orange Park, FL 32073

http://cva.oneclay.net

Demographics

Principal: Amanda Stilianou

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: I (%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 4-12	No	19%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		I	A	I

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SIP Authority

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 that has a school grade of D or F.

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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 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: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission 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 focus of each child's motivation, organization, and dedication in preparing them to be leaders in a global marketplace.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Stilianou, Amanda	Principal	Oversee the total school operations including but not limited to: supervise instructional and support staff, monitor student learning outcomes, ensure compliance to all contractual requirements with digital learning vendors, monitor for compliance and/or provide additional training and support as needed for all state, district and school initiatives, provide relevant school based data and improvement updates to all stakeholders as needed.
Garcia, Linda	Assistant Principal	Provide support to the principal in performing all required duties, monitor student achievement and teacher compliance to state, district and school initiatives, supervisor instructional and support staff.
Weaver, Gayle	Instructional Coach	One of two digital learning specialists employed by CVA- duties include monitoring student achievement and progress as to support teacher professional development to best meet the needs of the students
Reeves, Melissa	SAC Member	Teacher- Secondary Social Studies. SAC chairperson. Lead the School Advisory Council. Consult in the preparation of the school improvement plan. Communicate the school improvement plan and goals to the school stakeholders.

Demographic Information

Principal start date
Wednesday 7/1/2020, Amanda Stilianou

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

461

Identify the number of instructional staff who left the school during the 2020-21 school year.

22

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	15	29	31	34	19	28	36	33	55	31	38	48	64	461
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	4	2	3	9	3	5	9	7	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	2	11	5	8	7	7	12	11	68
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	2	1	1	4	2	2	6	4	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/14/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	117	115	109	93	120	112	223	219	235	236	267	265	2177
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	117	115	109	93	120	112	223	219	235	236	267	265	2177
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				81%	57%	61%		55%	60%
ELA Learning Gains				72%	53%	59%		47%	57%
ELA Lowest 25th Percentile				92%	53%	54%		43%	52%
Math Achievement				67%	52%	62%		54%	61%
Math Learning Gains				53%	49%	59%		49%	58%
Math Lowest 25th Percentile				70%	46%	52%		47%	52%
Science Achievement				82%	54%	56%		58%	57%
Social Studies Achievement				79%	77%	78%		74%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019					
Cohort Comparison						
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	64%	-64%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	74%	59%	15%	52%	22%
Cohort Comparison		0%				
08	2021					
	2019	88%	62%	26%	56%	32%
Cohort Comparison		-74%				
09	2021					
	2019	94%	61%	33%	55%	39%
Cohort Comparison		-88%				
10	2021					
	2019	75%	57%	18%	53%	22%
Cohort Comparison		-94%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019					
Cohort Comparison						
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	70%	-70%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	79%	63%	16%	54%	25%
Cohort Comparison		0%				
08	2021					
	2019	0%	49%	-49%	46%	-46%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	69%	64%	5%	48%	21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	72%	23%	67%	28%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	80%	1%	71%	10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	80%	9%	70%	19%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	65%	14%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	64%	-17%	57%	-10%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-ready grades K-8
9-12 FSA and EOCs (Spring only where available)

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	75	78
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	33	43	43
	English Language Learners	NA	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	60	60
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	20	43	0
	English Language Learners	0	0	100

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	72	80
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	0	33
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	58	67
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	25	33
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	67	83
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	75	50	78
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58	61	68
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	51	55	66
	English Language Learners	NA	NA	NA

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	47	53
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	66	0	33
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	47	53
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	33	0	67
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	0	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	19	27
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	100	0	0
	English Language Learners	NA	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	0	0
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	13	14
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	50	0	0
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	58
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	53
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	67
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	53
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	71
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	40	37	25	37	38	29	48	36			
BLK	55	43	35	29	22	27	38	77	46		
HSP	74	64	62	60	31	14	67	70			
MUL	73	57		50	33		58				
WHT	66	49	36	57	35	35	69	70	53		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	64	48	42	47	33	20	59	85	30		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	81	74		74	57		80	79	50	77	54
FRL	79	73		63	54						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	9
Percent Tested	83%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

CVA outperforms district averages in all grade levels on state assessments in ELA. However, CVA students underperform across grade levels 3-6 Math and Geometry,5th grade science and the Biology EOC, and the US History EOC scores are also below district average. I-ready data from progress monitoring during the year shows students with disabilities and English language learners lag behind their peers in making growth throughout the year but still perform at or above federal indicators for these subgroups on state assessments.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest areas for need for academic improvement are in the areas of math and science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to the decrease in student achievement include increased learning gaps and interrupted learning opportunities for students due to the pandemic and an increase in students already performing below level being enrolled at CVA due to the pandemic and parents seeking at home learning options. There has also been an increase in new teachers to the virtual platform who need/needed professional development and support to modify or select new teaching strategies that work over a digital platform both in teaching and supporting students in learning the content. Teachers also had to learn how to help students develop strategies for learning virtually across all subjects areas. Additional teacher professional development and support in teaching in the virtual setting is needed to address these areas so that students can be supported.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There was a decline across all assessed areas from 2019 to 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

NA

What strategies will need to be implemented in order to accelerate learning?

Teachers will track student pacing and grade progress two times a week to proactively identify students who are not meeting engagement and/or academic learning expectations. Teachers will re-engage students in the learning environment through additional communication with student and/or parent, creating or updating pacing guides, and problem solving barriers to student success. Students will be referred to the academic success team as needed for additional learning support.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will receive professional development monthly led by school administration and distance learning specialists in areas of student engagement, use of digital tools for academic success and use of data to monitor student progress proactively. Teachers also receive professional development support during 2 x month PLC meetings with their content area teams and 1 x month data meetings with administrators.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our digital learning specialists in combination with the academic success team are tracking student data trends and this will continue in the coming years so that we can identify time periods during the year when more teacher and/or student supports are needed to ensure student success.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	The nature of the virtual learning environment makes student engagement more challenging to track and more challenging to keep them engaged and working on the daily basis. The virtual school curriculum, pacing, and grade/credit policies present challenges when students become disengaged and stop working. Students who stop engaging in the learning environment face falling behind academically, losing their continuous learning momentum, and are at risk of not completing the course/segment. Data from last year indicated an increase in the number of students who start a course with CVA, work beyond the grace period, yet never complete or drop the class prior to earning credit/final grade. Focusing on student engagement will allow our teachers to be more proactive in identifying students who disengage quicker and implement a support system for that student to re-engage in learning and have more positive learning outcomes. Additionally, this is needed for the financial health of our organization as we must pay FLVS for each course that the student enrolls in beyond the grace period but only received funding back from the state for FTE if the student completes the segment.
Measurable Outcome:	The percentage of course completions of those students who enroll in a CVA class and complete the course will improve by 5% over the completion rate from last school year. 52.8% of courses started resulted in a student completion for the SY 2020-2021. Our goal will be to have 57.8% of all courses started end in a completion for the student.
Monitoring:	This area of focus will be monitored by reviewing the course completion data versus the course enrollment data.
Person responsible for monitoring outcome:	Amanda Stilianou (amanda.stilianou@myoneclay.net)
Evidence-based Strategy:	Academic success teams have been used by schools for years as a way of tracking student data and action supports for those students who fall behind or have other concerns. Our academic success team will look at student pacing and grade data weekly, assign at risk students to a teacher leader other than their current teacher(s) to reach out and develop a support plan with the student and parents. The tools and resources of that plan will help the student re-engage in learning and improve their pacing and course outcomes.
Rationale for Evidence-based Strategy:	We have found that students often struggle with other skills not directly related to their course content and these barriers prevent them from being successful. For example, students may struggle with time management or organization. Parents often report students get easily distracted when working on online classes. These are skills that the academic success team teacher can work with the student on. Additionally, having another staff member besides those who are their assigned teacher gives students another adult who is strictly there to help and support them and build a relationship with. This strategy was selected because it aligns with research showing that mentoring and similar activities by adults in the school setting help to improve student engagement in their learning.

Action Steps to Implement

Create an academic success team which includes all department leads, academic success team teacher leaders, administration, and distance learning specialists.

Person Responsible	Amanda Stilianou (amanda.stilianou@myoneclay.net)

Create a data monitoring tool and system of assigning students to team members for support.

Person Responsible Gayle Weaver (gayle.weaver@myoneclay.net)

Implement the data tracker and assign teachers to work with students. Track improvements in student engagement and make adjustments as needed.

Person Responsible Linda Garcia (linda.garcia@myoneclay.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on a review of the state assessment data and district progress monitoring data, the area of math is general weakness for our students, especially in the elementary grade levels grades 3-5. Students on their baseline testing this year showed students were 2 or more grade levels below in math. K: 0%; 1st grade: 4%; 2nd grade: 23% 3rd grade: 24%; 4th grade: 26%; 5th grade: 18%
Measurable Outcome:	By May 2022, we will decrease the percentage of students 2 or more grade levels below grade level in math proficiency in grades 3-5 on the i-ready math diagnostic by 10% in each grade level (goals: 3rd grade: no more than 14%; 4th grade: no more than 16% and 5th grade: no more than 8% will be 2 or more grades below grade level by May 2022 final end of year diagnostic).
Monitoring:	Teachers will monitor student progress using i-ready math instruction/student pathways as well as mid-year progress monitoring testing in i-ready. Teachers will also monitor student improvements and/or struggles in the math curriculum through weekly live lessons and small group instruction when warranted.
Person responsible for monitoring outcome:	Linda Garcia (linda.garcia@myoneclay.net)
Evidence-based Strategy:	Teachers will use the i-ready math remediation/pathway instruction that is specific to the student needs. Teacher will also use small groups for math remediation and reinforcement of the weekly independent lesson and live lesson.
Rationale for Evidence-based Strategy:	i-ready uses student diagnostic data to develop a remediation pathway for students to target areas of weakness. Data driven specific targeted remediation is show to be an effective strategy for closing learning gaps among students.

Action Steps to Implement

Students will take the i-ready baseline diagnostic, mid-year progress monitoring and end of year assessments in math

Person Responsible	Linda Garcia (linda.garcia@myoneclay.net)

Teachers will review student data and individualize their instruction time to use the i-ready instruction software for remediation. teachers will ensure students are meeting their weekly minutes requirement and meet with students in small groups and/or individually as needed to support students using the program

Person Responsible	Linda Garcia (linda.garcia@myoneclay.net)

Teachers will work as a professional learning community to address specific learning needs in the area of math for vertical and horizontal skill alignment, share best practices in the area of math, and share best practices for engaging students in math instruction in the virtual setting including resources for additional math practice

Person Responsible	Linda Garcia (linda.garcia@myoneclay.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	CVA students perform below the district in 5th grade science and the Biology EOC. Teachers report that students struggle with generalizing and applying the content and skills learned in the virtual class to the state assessment.
Measurable Outcome:	CVA students will increase their proficiency in demonstrating mastery of the science standards as evidenced by improving performance on the state science assessments in grade 5 and the Biology EOC by 5% from the SY 20-21 results. 5th grade proficiency goal= 57%; Biology EOC proficiency goal= 72%.
Monitoring:	Teachers will use Discussion Based Assessments throughout the course to specifically check student's knowledge and skills and their ability to apply those to answering questions at the level and rigor students will be expected to answer on the state assessment. Grades and feedback on the DBAs will provide progress monitoring throughout the course to check student progress toward meeting this goal. Additionally, teachers will use live lessons, individual or group tutoring/test prep sessions, and instructional supports to help students learn and be able to apply their learning in real world situations.
Person responsible for monitoring outcome:	Amanda Stilianou (amanda.stilianou@myoneclay.net)
Evidence-based Strategy:	Direct questioning with application type questions with immediate feedback is a proven strategy to help students connect their classroom learning to the larger unit of study and allows teachers to gather data on student progress and immediately provide corrective instruction as needed.
Rationale for Evidence-based Strategy:	This strategy has been selected because it provides the teacher a way to individually assess student progress through the curriculum, differentiate feedback and remediation, and ensure students are working to apply the standards to the level and rigor they will be expected to perform at during their state assessments. Teachers will also use PLCs to help plan common DBA questions that align to state standards and the state assessment.

Action Steps to Implement

Establish teacher professional learning communities so that they can share and develop common DBA questions for each module that align to state standards and the state assessment and that require students to apply their learning of the content and skills of the course.

Person Responsible	Amanda Stilianou (amanda.stilianou@myoneclay.net)

Teachers and students will schedule DBAs for those required units throughout the course. Teachers will ask students application style questions and provide feedback directly to the student and in the written feedback log in their gradebook.

Person Responsible	Amanda Stilianou (amanda.stilianou@myoneclay.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

NA- no data available for Clay Virtual Academy

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We focus on positive interactions and feedback between teachers and students/families. Each student and parent participates in an individualized and personalized welcome call to start each course. This provides an opportunity for the teacher and family to get to know each other, explain the course and expectations and establish a positive relationship. Teachers hold live lesson sessions that help teachers and students connect in a more personal manner and to address some of the more challenging content. Teachers also schedule individual sessions with students based on the grade level and/or student needs. Additionally, each student participates in regularly scheduled discussion based assessments throughout the course. These voice to voice discussions with their teachers allows students to show what they've learned and get specific help as needed. Teachers provide positive feedback and use these moments to further develop their positive relationships with their students. All feedback on graded assignments must be given in an encouraging and positive tone and this is tracked and monitored by the FLVS quality assurance team. Teachers track student progress twice a week and target students who are not meeting high expectations for additional support and strategies to help them be successful and engaged in their learning. Students who fall behind or struggle are referred to the academic success team. A team member will them reach out to the student and develop a support plan. Building a positive and supportive relationship with the academic support team member is a primarily goal of this interaction and is geared toward engaging the student in their learning, helping them develop skills for success, and reaching their academic and social/emotional goals.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers- direct contact with students and parents to promote high academic expectations and support when needed to meet those and to develop positive relationships with students and their families.
ESE Support Facilitators- direct contact with students with disabilities and their families to provide academic and behavior supports and/or lessons to help the students be successful in their classes and build positive work habits and skills for future success. They work to ensure students have the tools and supports

necessary to have positive experiences with virtual learning.

Parents- parents/guardians serve as "learning coaches" in the virtual learning environment. They play a critical role in promoting a positive culture for our school by providing a quality learning space in their homes for their student to learn in, having high expectations for students to complete assignments with fidelity, help students create a structure and organizational system for time management to be successful, and by communicating with the student's teachers to provide the support needed for student success

Guidance counselor- provide academic counseling to students/families to pick the best courses for that student and to provide support to students/families as needed for emotional/mental health.

School Administration- set high expectations for the academic rigor and integrity of our virtual learning program and the positive relationship building expected of teachers, monitor communicators between teachers and students to ensure feedback is positive and supportive

Administrative Office Staff- provide a welcoming and helpful environment to assist students and their families in any interactions and to meet the needs of students and their families in a timely and professional manner.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
		Total:	**$0.00**